

# Enfield Grammar School



## Positive Behaviour Policy and Practice

|               |                     |
|---------------|---------------------|
| Date Approved | September 2020      |
| Approved by   | Full Governing Body |
| Renewal Date  | September 2021      |

### **Enfield Grammar School aims to:**

- Encourage good behaviour and respect for others and prevent all forms of bullying and harassment among pupils
- Provide an environment in which all pupils can reach the highest standards attainable by them;
- Care for pupils as individuals and exercise discipline for the good of all in partnership with parents

The most important rules at Enfield Grammar are as follows:

- Everyone will act with consideration for others at all times.
- The school rejects all forms of bullying (including those of a sexual and/or religious nature), racism, sexual harassment, deceit, cruelty, irresponsibility and dishonesty.
- All pupils have a right to learn and all teachers the right to teach

### **Core Values**

- We are an inclusive community
- We believe all behaviour is learned behaviour and our role is to model positive behaviour to create mutual respect between staff and students
- We believe it is essential to separate the behaviour from the individual – every mistake offers the chance to learn new behaviours.

### **Core Strategies**

Students are more likely to engage in learning and not engage in off-task activity if staff use a range of strategies and:-

- Have high personal expectations of every student, group of students and make these expectations the focus for learning
- Make lessons challenging and engaging.
- Consistently apply rules, routines, sanctions and rewards

### **Positive Behaviour Policy**

#### **Aims**

- Provide support for effective behaviour for learning
- Support the wellbeing and safety of students and staff
- Focus on promoting the best in every student
- Create mutual respect between adult and student, and student and student by modelling positive behaviour
- Provide clear high personal expectations of every student making these a focus for learning
- Develop positive relationships throughout the school by ensuring that all students take responsibility for their behaviour
- Ensure every member of staff takes responsibility for managing students' behaviour
- Ensure effective home-school relationships are developed as part of the successful implementation of positive behaviour for learning

## Apply rules, routines, sanctions and rewards consistently and fairly

Following set routines and procedures, every lesson minimizes conflict with students. This level of consistency by all of us also maximizes the emotional well-being of students and creates the right mindset for learning.

The level of consistency will be consolidated by using the following;

### Non-negotiables

|                             |   |
|-----------------------------|---|
| Meet and greet students     | Meet and greet students and check uniform   |
| Register                    | Take the register within ten minutes of the lesson start  |
| Marking for learning        | Use effective and regular marking to support student's progress. 'Books are to be beautiful.'   |
| Sharing learning objectives | We communicate learning objectives with students at the start of the lesson - they do not need to be written down   |
| Sharing learning outcomes   | So students can explain what success looks like at the end of the lesson. Set outcomes that are appropriately challenging   |
| Behaviours for Learning     | Subject specific learning outcome<br>Where relevant Literacy learning outcomes – with specific teaching of this e.g. using key vocabulary correctly.<br>Behaviour for learning e.g. resilient when faced with a difficult task. |
| Questioning for Learning    | Students do not call out in lessons and wait until they have been invited and staff use a variety of strategies when questioning.   |
| Conduct Cards and Planners  | Students all carry Conduct Cards and Planners. Staff are to use Conduct Cards for lateness to lesson and conduct around school.   |

### 5 rules for a safe school (corridors/movement between lessons)

1. We walk on the left and with purpose
2. We remember to line up sensibly in single file
3. We keep noise to a minimum
4. We respect the school environment
5. On the path between sites we are mindful of the community and only use the route alongside the Astro. Year 7 students are not allowed to walk alone and we advise all students not to walk alone.

### The Enfield Grammar School Contract

The Contract outlines the expectations of students and exemplifies the 'three-way partnership' between students, parents and the school.

It is signed by all students and parents at a meeting with a member staff when joining Enfield Grammar. Students and parents must also read and sign the section relating to On Line Learning.

A copy of the School Code for students is also re-signed in the student planner at the start of each year so that students are reminded of expectations.

### **Lateness to school**

All students in Year 7-11 should be in school for the first bell at 8.40am. Year 12 should be in school for 8.25am. Any student late to school in the morning must sign in at the school gate. Students who are late to lessons in the day will be marked late by the teacher on SIMS.

Students who are late and miss form time will be placed in daily detention that day. Students who are regularly late to form time will have their conduct card marked. Persistent lateness to form time will be dealt with initially by the form tutor and then HOY.

### **Lateness to lessons**

In addition to marking the student as late on the register, the student students should have their conduct card marked.

### **Persistent Offenders are initially the responsibility of the class teacher/HOD**

- If a student is persistently late to a particular subject, the HOD should be involved in further action and monitoring alongside the class teacher before seeking the support of the HOY.
- If a student is persistently late to school, the HOY will investigate and take further action to improve punctuality.

### **Uniform**

#### **Uniform expectations**

**Responsibility: Class teacher/Form Tutor / HOY/SLT**

HOY will check uniform at the school gate each morning.  
It is essential that Period 3/5 teachers check uniform following break/lunch.  
Tutors will check that uniform is correct during registration.

Uniform should be worn according to the code. If a student is missing uniform, without a note, then their conduct card should be signed. Uniform should be monitored by form tutors.

If they are wearing their uniform incorrectly then they should be asked to correct their uniform.

Non uniform clothing is to be confiscated.

Persistent uniform offenders may also be sent home or put into isolation. Our school uniform is clearly outlined in the student planners, on the school website and in reminders around the school. All staff should be familiar with the uniform policy.

The summer uniform will be activated at the discretion of the Head Teacher.

It is essential that these rules are consistently adhered to by all students. It is the responsibility of *all* staff to challenge and record students who are not wearing their uniform correctly. When detentions for infringements are issued, staff should record on SIMS

### **Incidents involving prohibited items**

The school has a zero-tolerance towards illegal substances/weapons/pornography/any other harmful materials. These are not permitted to be brought onto, or used on, school premises. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images. They further include any article that a member of staff reasonably suspects has been, or is likely to be, used:

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

The Head Teacher, or a member of staff whom he authorises, has the right to search students and their property, with or without their consent or knowledge, if they have reasonable grounds to suspect that a student may pose a risk to themselves or others. Incidents that fall into this category will result in serious sanctions including Fixed Term and Permanent Exclusions with the possibility of Police involvement. If, on the balance of probability a student is deemed to be dealing or to have dealt drugs or any other illegal or inappropriate substance, this will result in permanent exclusion and possibly police involvement.

Any search will be undertaken in accordance with the non-statutory guidance "Searching, screening and confiscation" January 2018.

*Head Teachers and staff authorized by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:*

- *Knives or weapons*
- *Alcohol or tobacco/cigarette papers*
- *Illegal drugs*
- *Stolen items*
- *Fireworks*
- *Pornographic images*
- *Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of any person (including the pupil). Headteachers and authorised staff can also search for any item banned by the school rules (such as energy drinks, sweets and drugs of any category).*

### **Incidents involving theft and damage to school property**

Incidents of theft and damage to school property are likely to result in serious sanctions such as fixed term external exclusions. In the event of damage to school property or to the property of others, the cost of repair may be sought from parents by the school.

### **Incidents involving Social Networking**

Incidents of bullying on social networking are taken very seriously by the Safeguarding Team and could result in sanctions such as internal and external exclusions. Where appropriate, mediation will take place led by members of the Pastoral Team. Parents will be kept informed by the relevant HOY and incidents could result in police involvement.

## **Mobile Phones**

ALL smartphones are banned at Enfield Grammar School for Years 7 to 11.

Basic mobile phones (**calls and texts only**) are allowed but are the responsibility of the student. They are only to be used for communications between parents and students before and after school. They MUST NOT be seen or used during the school day. Any basic phones seen during the school day will be confiscated and returned to the student at the end of the week.

The member of staff who confiscates the mobile phone should hand the phone into the office, inform the HOY and record on SIMS.

ANY SMARTPHONES seen will be confiscated and returned at the end of half-term to the student.

The school will carry out bag searches as part of the safeguarding of all students.

Sixth Form students can have their smart phone and ear-phones but only in the designated Sixth Form areas.

## **The Sanctions System**

**The Behaviour Grid for Learning is used alongside this document in all incidents to ensure consistency and transparency.**

**Students will be issued with a Conduct Card (for use out of lessons) and Planner, and are expected to have these with them at all times.**

An important feature of our approach to positive behaviour for learning is that students and staff have a common understanding of sanctions for inappropriate classroom behaviour.

### **Aims of the Sanctions System**

- To effectively manage students' behaviour that disrupts learning providing a focused learning environment for all.
- To share and employ effective practices and strategies which promote positive behaviour.
- To ensure rules, routines and sanctions are applied consistently across the school.

### **Stages of the Sanctions System**

The sanction system runs in parallel with the reward system.

The flow diagram encourages all staff at to approach low level disruption in a consistent way. It is understood that the majority of students will choose to spend their time operating within the rewards framework. It is also expected that, of the students whose behaviour is deemed unsatisfactory, only a small minority will move beyond stage three.

### **Prior to Stage 1: Deploy a range of techniques and strategies to deal with behaviour**

Before referring to stage one on the sanctions flow chart a teacher can effectively deploy a range of proactive interventions that indicate the need to be focused. For example:

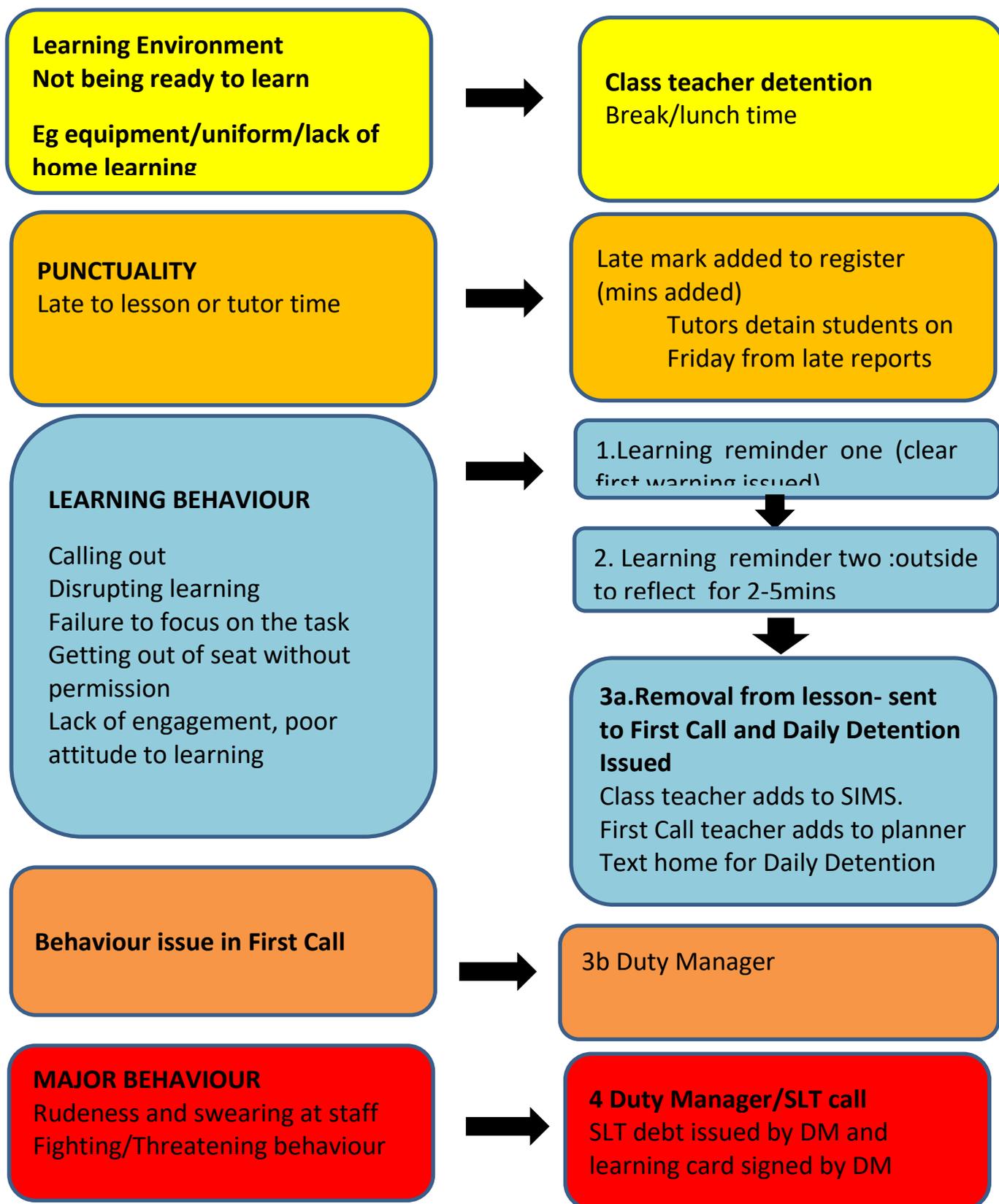
- Approaching the student and standing next to them
- Patrolling the work area
- Setting time limits
- Reminder of expectations
- Balance learning reminders with praise.

Teachers should aim to meet students outside of the classroom and welcome students into their learning space.

SLT staff and Duty Managers will facilitate lesson change overs to assist in smooth student movements and ensuring students are ready to learn.

Students need to understand when they are ready to learn and what this looks like before they enter their learning space.

## Enfield Grammar School Behaviour Policy



## **Stages of the Sanctions System**

### **Stage 1: Learning reminder 1 / Verbal Warning**

It is anticipated that many students will require the occasional **learning reminder**. If subtle proactive interventions have not had the desired effect and a student continues to disrupt the learning of others then first of two reminders will be given. The words 'learning reminder' are used. E.g. 'NAME you need to stop talking. This is your learning reminder.' The **learning reminder** has two clear purposes:

1. To indicate to students that they have done something which is not acceptable.
2. To form a link to the more serious second warning if it is required.

It is vital that the students clearly understand the fact that they have received a clear learning warning. **A learning reminder should not be given as a blanket warning to the class**

### **Stage 2: Learning reminder 2**

A student who continues to behave unacceptably despite being given a rule reminder will move on to stage two and receive their name on the Board and students are asked to stand outside the classroom to reflect (no more than 5 mins). Students move into phase two as a result of continuing the behaviour which led to the initial rule reminder.

**The first two stages are very much seen as classroom based strategies to support the learning in the classroom**

### **Stage 3: First Call**

#### **Removal from class to another room in the department (Persistent Low Level)**

At this point the teacher would come to the decision that a student is persisting in disrupting the learning of others in the room. This is in spite of receiving two clear warnings. Each department area will need to plan out a timetable throughout the course of each week to ensure that for each lesson a colleague is always identified as being available to receive students. The main emphasis in terms of identification of staff that will be available to receive students who have not improved behaviour following 2 warnings will lie in three areas:-

- Such teachers are likely to have curriculum responsibilities or experience
- The group being taught by them at the time is likely to be well behaved and accommodating. Where possible students should not be placed in a classroom where students from the same year group are being taught. (Sixth Form ideal)
- A member of the department who is not teaching at the time and willing to take responsibility for supervising the student.
- Smaller departments to support each other for First Call locations and duties.

The referred student will work in silence in an appropriate part of the room. Ideally the student will be debriefed immediately after the lesson though if this is not possible the debriefing will take place at the end of the same day.

The student will immediately receive a Daily Detention for the same day.

The class teacher adds the detention on to SIMS.

The First Call teacher adds the Daily Detention to the student planner on the relevant page.

The student may also be excluded from the next lesson with the referring teacher (remain in first call space). In the case of exclusion from the lesson, a meeting with the teacher by the HOD or HOY will be held to resolve the issues before the next lesson.

If this continues to be a problem and persistent defiance is directed towards a member of staff a meeting will be held with the student, their parents, the Head of Department and the member of staff involved. A strategy arising from the meeting may be to put the student on subject report where targets are set to promote a positive change in the student's behaviour in that lesson.

Form Tutors will monitor behaviour and keep students with concerns on Friday tutor time. Students with detentions that week will not be rewarded with an early finish on Friday at 3.15pm. Weekly behaviour logs will be sent to assist form tutors in this decision.

Heads of Year will monitor students in detentions and intervene when there is more than one subject concern.

### **Multiple Daily Detentions**

Students who receive more than one Daily Detention on the same day still attend the daily detention for that day.

- If two Daily Detentions issued – still attend daily but also added to SLT – DM calls
- If three or more issued – still attend daily but also added to seclusion next day – HOY call home once SLT approved
- HOY and team track daily detentions – students in twice a week – tutor report issued initially – and then follow report escalation

### **Stage 4: Duty Manager or Senior Teacher (Major behaviour)**

On call will be used by teachers in two situations:

- If a student on level 3 (First Call) disrupts the class they have been moved into
- If a student commits a serious offence that prevents the teaching of others (after all other classroom based strategies have been deployed) or risks the safety of others. The offence may on the whole result in an SLT detention or internal exclusion. This will be agreed with the SLT/HOY, after the incident has been investigated and statements taken.

A reliable student should be sent to Reception or send the student direct to the Duty Manager.

**Teacher completes the Incident Form as soon as possible.**

### **Stage 5: Meeting with Head of Year/ Head of Department/SLT**

Students who are persistently disrupting the learning of others will be identified by analysis of behaviour logs. These are monitored by HOYs and Departments.

The HOY will speak to students where there are patterns across a number of subject areas. Heads of Department will see students where there are repeated incidents of poor behaviour in their subject area.

Students will be placed on report and will have to show their conduct and Learning Card to tutor or HOY as appropriate.

### **Stage 6: Internal Exclusion**

Internal exclusion is an extremely serious sanction.

Students are placed in the seclusion room for the following reasons but outlined in more detail in the Behaviour for Learning Grid.

- Committing a Major Behaviour which is considered sufficiently serious to warrant more than a SLT detention but less than a fixed term exclusion.
- When a Major Behaviour Major occurs, the student will be taken out of circulation whilst the incident is investigated and initially held by the DM or in the SCC.

A decision to internally exclude a pupil will be approved by SLT.

The HOY will notify parents by telephoning them at the end of the school day, on the day of the event.

The student will usually be booked in to serve the internal exclusion on the day of the event by no more than 1-2 school days from the date of the incident.

Students in seclusion will work in silence under the supervision of the Seclusion Manager who will ensure work is completed. Students will not be in circulation.

As an alternative to Seclusion the student may be placed onto a Behaviour Support Plan and/or attend Behaviour Support Sessions in school. These sessions would run over two days in the first instance with students working in a separate space and times from the rest of the school.

### **Stage 7: Fixed Term Exclusion**

The Head Teacher and Deputy Head can decide to exclude a student, for a fixed term, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

Fixed term exclusions can also be issued for one off serious offences only by the Head Teacher and Deputy. This would also include any incidents that bring the school into disrepute. For any length of time served through a fixed term exclusion work will be set for the student during the absence.

Parents / guardians will be informed about decisions for fixed term exclusions via a phone call from the HOY or SLT and then a letter from the school will be sent. The letter will inform parents of who to contact to arrange a return from exclusion meeting: HOY will meet initially.

On return to school, the student and parents must meet with a member of SLT or HOY with the following.

- Behaviour log
- Attendance record
- Latest interim report
- PSP or BSP documentation (if in place)
- Checklist for intervention

- Readmission papers – which are to be signed

As a result of the exclusion and if appropriate the student will be placed on a Behaviour Report for a period of two weeks. If appropriate, a Manage Move is discussed with parents.

Targets will be set in line with the reason the student was excluded and other concerns determined from analysing the student's behaviour log, attendance record and latest interim report.

### **Stage 8: Meeting with SLT or Head Teacher**

Where a student continues to demonstrate behaviour of concern despite a range of interventions being put in place the student and their parents will be met by members of SLT. The aim of the meeting is to review the behaviour concerns and what impact the interventions have had. Targets will be set for the students with a review period agreed of up to 2 weeks. If there is, no significant, improvement the student and parents will have a meeting with the Head Teacher where further targets will be set and a further review period agreed. A member of SLT with the support of Pastoral Team and HOYS, prepares documentation for the meeting.

At this stage a Manage Move, if not already initiated in the previous stage is discussed.

### **Stage 9: Permanent Exclusion**

Students who persistently break the school contract/code or who commit a significantly serious one-off incident may be permanently excluded. The Deputy Head compiles the permanent exclusion file in liaison with the HOY and Pastoral Support Team.

### **Permanent Exclusions Protocols**

- The decision regarding a permanent exclusion must be made by the Headteacher.
- The decision should only be taken if there has been a serious breach or persistent breaches of the school's behaviour policy AND where the pupil's behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.
- There must be evidence that alternative options such as managed move, RJ meeting were considered.
- The Headteacher must consider the student's attendance / barriers to learning prior to making the decision to permanently exclude a student.
- Where there has been a persistent violation of the School's behavior code, the student must have been supported by a PSP and one external agency e.g. CAMHS.
- The Governors Panel must consist of three governors who have had no previous involvement with the student and the AHT Inclusion / SENDCo must be present if appropriate.
- The Pastoral Support Manager must consider if the letter to parents outlining the detail of the exclusion needs to be in another language.
- If a managed move breaks down, the head teacher could consider a permanent exclusion.
- If the police are involved with the student regarding a separate incident, the Headteacher does not have to postpone his decision but will have to make the decision based on the evidence available.

### **Interventions beyond the classroom**

Where student behaviour continues to be a concern the HOY will employ a range of strategies to support a positive change in behaviour. This can include tutor and HOY reports. Staff are advised to see the flow diagram showing the development of intervention.

This could also include a referral to the Student Support Centre (SSC). Where a student has been identified through analysis of the behaviour logs as showing a pattern of continued poor behaviour or is underachieving as identified through Interim analysis a student will be placed on a Behaviour Support Plan.

The parent, student and HOY should be present at the meeting. The student's responses and data detailing the areas of concerns will be discussed with targets set for the student to be reviewed between 4 weeks. At the review, the student's progress in meeting the targets is discussed and where there is, evidence of prolonged improvement the Behaviour Support Plan may be closed. Alternatively if sufficient progress is not made the targets should be reviewed and a further review date be agreed.

### **Pastoral Support Programme (PSP)**

Where a student has received a significant number of behaviour logs, failed to show sustained improvement or served a number of fixed term or internal exclusions a Pastoral Support Programme will be put in place. Placing a student on a PSP is significant and will be clearly explained to the student and parent that this means that the student is at risk of permanent exclusion if they do not improve their behaviour. A parent, the student, the HOY/SLT member will be present at the meeting. Feedback from individual teaching staff and a breakdown of the nature of behaviour incidents of concern will be shared at the meeting with the parent and student. Targets are set and agreed for the student, parent and the school. The PSP will be reviewed every 2-4 weeks as a minimum.

### **SLT Detention**

The SLT Detention is the next step after a Daily Detention detention. This sanction can only be given by HOD/HOY, DM or a member of the SLT.

It is Important that all details are saved on SIMS as well as a copy of the incident form in the students file. This is a one and a half hour detention served on Friday.

Failure to attend SLT detention will result in the student being in seclusion on the following Monday.

A meeting with parents will be arranged for 8.15am on the Tuesday morning.

Reasons for an SLT being issued include:

- Major Behaviour issue
- Missed Daily Detention without consent
- Persistent uniform offenders/lateness
- Irresponsible behaviour at break and lunchtime
- Lack of respect for school environment

- Second Daily Detention issued on the same day would be escalated to an SLT.

### **PROCESS OF RUNNING THE DETENTIONS**

This is shown via a series of flow diagrams shared with relevant staff and may be reviewed throughout the year.

Duty Manager

The Duty Manager or SLT called should log the initial incident on SIMS detailing what happened and what action has been taken. The teacher must complete the incident form as soon as possible and this is added to the students file

### **Who is responsible for action/follow up taken as a result of Duty Manager**

If the incident does not warrant an internal or external exclusion then the DM if appropriate issues an SLT or daily detentions.

If it does now not warrant this and has, taken place during a lesson the responsibility lies with the Head of Department and the class teacher concerned.

The DM will communicate with the Head of Department to make them aware of the course of action they have taken.

### **Enfield Grammar School – Positive Rewards Policy**

At Enfield Grammar our positive rewards policy is intrinsic to our identity and vision; we believe that our students should be rewarded for positive behaviour for learning.

Praise is a key component of good teaching and of good staff/student relationships; praise needs to be used appropriately and linked to tangible examples of a student's strengths. Recognition and reward is a pre-requisite to ensuring that all students reach their full potential.

At the heart of our rewards, system is the awarding of Achievement Points (or merits) in Sims and the certificates and other rewards that arise as a consequence of the accumulation of these points.

### **Rewards at Enfield Grammar**

Daily/Weekly/Termly Awards may well include:

- Early finish for students with 100% attendance and positive behaviour all week – shown via conduct card and learning card
- Students receive a Reward Raffle Ticket to take home; tutor keeps raffle stubs with students name and form on.
- 10 Raffle Tickets = Bronze Award, 20 = Silver and these are presented in Year assemblies
- Weekly prize draw from the raffle tickets collected by staff in assembly – ticket returned into the hat
- Termly prize draw for bigger prize for positive behaviours
- Forms with the best attendance and punctuality have Golden Lunch pass for the following week: they can que first when it is their year group

- House merit points – A league table of tutor group merits.
- Head Teachers Tea: HOY dominate students (one per week) to meet with the Head Teacher for light refreshments on Friday P5.

### **House System**

The House System fosters a sense of community, camaraderie and healthy competition. All achievement points and merits generate House Points for the relevant house, as well as attendance and contributions to inter-house competitions.

House competitions will run regularly through the year across a range of areas, including the half term quiz.

### **Covid-19 Addendum**

The Positive Behaviour Policy will still be in operation as students return to school. The focus of the Positive Behaviour Policy remains; to support Positive Behaviour and to support all staff and students.

### **Year Group Zones**

- Each Year group will be operating in Year Group Zones so the following amendments will operate:

#### **Teacher Detentions**

Teachers issuing break or lunch time detentions can only do this within the year bubble – a student cannot attend a detention in another zone.

#### **First Call and Seclusion**

Departments will not host First Call students.

First Call spaces have been allocated for each year group so year groups remain in the Year Group Zone. Spaces will be shared with staff and students.

Seclusion will also have allocated spaces for each year group so year groups remain in the Year Group Zone. Spaces will be shared with staff and students.

### **Students not following Covid-19 procedures**

The Positive Behaviour Policy will remain as a central policy to support all staff and students.

Any student not being compliant with the adaptations and risk assessments, or is deemed to be a risk to the Health and Safety to students and/or staff, will be placed immediately into seclusion. Parents will be contacted to arrange for the student to be sent home.

Any student sent home or removed from circulation for breaking Covid -19 procedures will not be permitted back into school until a meeting, out of school hours, with parents and a member of SLT has been arranged.