

# ENFIELD GRAMMAR SCHOOL



## RELATIONSHIP & BEHAVIOUR POLICY

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## **ETHOS**

At Enfield Grammar School, we endeavour to create a challenging, purposeful and inspiring learning environment where staff work together to encourage students to reach their full potential. We celebrate the success of our students and develop their talents and skills.

We believe that high standards of behaviour are vital in maximising student engagement and providing choices and opportunities to enable all students to succeed.

We approach **every child** with curiosity, kindness and empathy, enabling students to form meaningful relationships and providing a safe environment to enable them to regulate their emotions.

## **VALUES**

We strive to provide a secure and consistent environment so that all:

- Feel safe
- Enjoy learning and teaching
- Are respectful
- Have supportive relationships with staff and their peers
- Understand clear and meaningful boundaries
- Experience success
- Have opportunities to flourish and harness personal responsibility

## **PRINCIPLES**

Our policy is based on a set of shared principles and support systems. Student and staff expectations and rules are reinforced by rewards, self-reflection and consequences.

We work hard to foster a welcoming, supportive and boundaried atmosphere. This involves students, parents/carers, staff and governors working in partnership. It is not something that “just happens” and it relies upon effective communication, a shared set of principles and a consistency of approach.

Through the application of this policy, we aim to:

- Encourage respect for others and prevent all forms of bullying and harassment.
- Provide an environment in which all students can reach their full potential.
- Care for all individuals and implement consistent, fair and proportionate consequences with opportunities for reflection.
- Provide an environment that creates a culture of equality, diversity and inclusion.

## **CORE PRINCIPLES**

**At Enfield Grammar School, we are trauma informed, which means that all staff:**

- Connect before we correct
- Believe in kindness and empathy
- Care and listen– we make students feel accompanied
- Are here to support and challenge
- Use the ‘power of the pause’ – regulate, relate and reason
- Stay curious

**All staff accept responsibility to:**

- Ensure that a positive partnership is developed with parents/carers
- Have high expectations of every student
- Make lessons challenging and engaging
- Provide a safe learning environment to enable trusting relationships to be developed
- Consistently apply rules, routines, consequences and rewards.

**The relationships between staff and students are:**

- Built on trust and mutual respect
- Secure, consistent and curious

**All students have a responsibility to:**

- Respect themselves and their needs
- Respect other people and their needs
- Respect their own and other people's property
- Respect their learning and the learning of others

**Ensure a structured approach, maintaining:**

- Overall discipline in the school
- Stability for our students
- Clear boundaries
- Consistent routines so that all students know what is expected of them

**Behaviour issues are dealt with as quickly and fairly as possible by:**

- Not leaving incidents unresolved (to avoid unnecessary feelings of anxiety)
- Ensuring restorative meeting takes place, as appropriate
- Following the stages of the behaviour management system

**All members of staff have realistic expectations of our students:**

- Understand that incidents of inappropriate behaviour are a normal part of child development
- Understand that creating a nurturing environment allows children to learn, grow and explore their potential
- Understand that students' behaviour may well be at their developmental age and not their chronological age and this is where we meet our students as that's where they currently are
- Helping students to understand that staff care enough to let them know if and when their behaviour becomes unacceptable
- Guiding is reinforced by consistent praise and consequence

**ROUTINES**

Following set routines and procedures every lesson creates a safe and consistent approach, which maximises the emotional well-being of students and creates the right mindset for learning.

All staff are expected to ensure that the following are carried out each lesson:

<b>Expectation</b>	<b>Explanation</b>
Meet and greet students	<ul style="list-style-type: none"><li>• Start lessons promptly, meet and greet students.</li><li>• Show kindness and empathy</li><li>• Build positive relationships</li></ul>
Do Now Activity (DNA)	<ul style="list-style-type: none"><li>• Have a DNA ready for students to begin as soon as they enter the classroom using the schools template.</li></ul>
Register	<ul style="list-style-type: none"><li>• Take the register during the DNA</li><li>• Update the register if students arrive late and record the minutes</li></ul>
'End and Send'	<ul style="list-style-type: none"><li>• Lessons are planned to include a structured, purposeful and calm end to the lesson.</li><li>• Students to leave on the bell.</li><li>• Staff staying in the room wait at the door for the next class, visible to students on the corridor.</li><li>• Staff moving follow students out of the class and lock the door.</li></ul>

Feedback for learning	<ul style="list-style-type: none"> <li>• Use effective and regular feedback to support students' progress (both verbal and non-verbal)</li> <li>• 'Books are to be beautiful'</li> </ul>
Sharing learning objectives	<ul style="list-style-type: none"> <li>• We communicate learning objectives with students at the start of the lesson - they do not need to be written down</li> </ul>
Sharing learning outcomes	<ul style="list-style-type: none"> <li>• Students can explain what success looks like at the end of the lesson.</li> <li>• Set outcomes that are appropriately challenging.</li> </ul>
Behaviour for Learning	<ul style="list-style-type: none"> <li>• Use "SLANT"</li> <li>• Subject specific learning outcome</li> <li>• Where relevant Literacy learning outcomes – with specific teaching of this e.g. using key vocabulary correctly.</li> <li>• Consistently apply school policies for behavior and rewards.</li> <li>• Know SEND, PP, LAC, PLAC students and the strategies to use to support students.</li> <li>• Model good behaviour in the classroom, teach and remind students of expectations.</li> <li>• Staff should use SLANT as a consistent method of engaging a whole class at relevant times.</li> <li>• When any adult enters the room, the class should stand. Class teachers should ensure this happens.</li> </ul>
Communicating with home	<ul style="list-style-type: none"> <li>• Record all calls home on SIMS in initiatives as part of behaviour management and outline the nature of the call – positive, negative, welfare/attendance call.</li> </ul>
Recording incidents and making referrals	<ul style="list-style-type: none"> <li>• Record incidents of behavior and praise on SIMS.</li> <li>• Complete Record of Incidents when required.</li> <li>• Use CPOMS to make referrals for students regarding SEND, Wellbeing and Child Protection/Safeguarding</li> </ul>
Apply the 4 D's	<ul style="list-style-type: none"> <li>• Staff to apply 'The 4 D's' to tackle all forms of racist, homophobic or any discriminatory behaviour.</li> <li>• Direct, Distract, Delegate, Delay but do not ignore.</li> </ul>
Conduct Cards and Planners	<ul style="list-style-type: none"> <li>• Students all carry Conduct Cards and Planners.</li> <li>• Staff are to use Conduct Cards for conduct around school, for both positive and negative behavior.</li> <li>• Use student planners to help effective communication for home learning and communication with parents/carers.</li> </ul>

Teachers are to share any concerns of in class behavior with their Head of Department in the first instance.

#### Expectations of Form Tutors:

- Take registers accurately.
- Check uniform and equipment and communicate issues with relevant staff.
- Use the student planner to help communication with parents/carers.
- Deliver Daily Notices and Pastoral Learning Journey in form time.
- Develop positive relationships with the form group and parents/carers, showing kindness and empathy
- Reward students in line with school expectations.
- Monitor attendance and punctuality; communicate via phone with home, Head of Year and attendance officer. Record all calls home on SIMS.
- Contribute to the Year Team and Rewards.
- Get to know your students, which is reflected in the end of year written report.

#### Expectations of Heads of Year:

- Monitor attendance and punctuality, addressing concerns as required.

- Work with and meet the Attendance Officer and Education Welfare Officer to address attendance concerns.
- Ensure Form Tutors are proactive and support the pastoral learning journey and meet expectations.
- Provide reward opportunities and celebrate achievements.
- Develop positive relationships across the year group and ensure written reports from Form Tutors are fair and accurate.
- Set high expectations for students and Form Tutors in regard to uniform, punctuality, attendance and behaviour.
- Provide a termly Year Group report for SLT.
- Promote good behavior across the year group.
- Build positive relationships with parents/carers as required.
- Contact parents/carers when a student is being placed in the Reflect and Reset Room. Record all calls home in SIMS and keep behaviour log updated.
- To liaise with the Wellbeing Team, SENCO and HoDs.
- To prepare Readmission Summary Document as required.

#### **Expectations of Heads of Department:**

- To support teaching staff within subject area. This could include, for example, communication with home, class reports, and class changes in consultation with the Head of Year (HoY).
- Develop personal development and cultural capital in curriculum.
- Reward achievements within subject/curriculum area.
- Model behaviour.

#### **Expectations of the Senior Leadership Team:**

- Set high expectations for students and staff. Model behaviour.
- Build positive relationships with staff, students and parents/carers.
- Support and enable staff to work to the best of their ability.
- Communicate clearly with staff, students and all stakeholders.
- To ensure calls to parents/carers are made when a student is being suspended and letters sent home.
- To ensure readmission meetings are planned and actions addressed.

#### **Expectations of Students:**

- Follow staff instructions when they are given
- Show respect to each other, our community and the school environment.
- Show kindness and empathy to everyone at all times
- Follow the corridor code of conduct (WINS) and home school agreement.
- Enable yourself and others to learn
- Be ready to learn before entering the learning space. Have all equipment.
- Always wear the correct uniform, with conduct card in blazer pocket.
- Represent the school to the highest order at all times.

#### **REWARDS**

Our positive rewards are intrinsic to our identity and vision; we believe that our students should be rewarded for positive behaviour for learning.

Feedback and praise are key components of good teaching, providing recognition for appropriate behaviour and work. It is also a factor affecting positive staff/student relationships; praise needs to be used appropriately and linked to tangible examples of a students' strengths.

Recognition and reward is a pre-requisite to ensuring that all students reach their full potential.

**Non-verbal praise** – it is important to remember that lots of messages are communicated non verbally and that the use of body language and gesture can be very affirming for our students. It is not always necessary to verbalise encouragement and praise.

**Verbal praise** – staff will be aware of, and will actively seek, opportunities to encourage and reward appropriate work and behaviour using verbal praise. To be most effective, this needs to be given immediately after it was earned. Some students may be uncomfortable with public praise and staff will be sensitive to individual needs and respond accordingly.

**Achievement Points** - at the heart of our rewards system is the awarding of achievement points which are logged on the School Information Management System (“SIMS”). Certificates and other rewards are issued based on the accumulation of these points.

Achievement points can be earned both in and outside the classroom.

Reasons staff would give achievement points include positive behavior, student work and learning powers.

Each student carries his own conduct card that records both positive and negative conduct.

Daily/Weekly/Termly Awards may include:

- Early finish for students with 100% attendance and positive behaviour all week. Termly prize draw for a bigger prize for positive behaviour.
- Forms with the best attendance or punctuality can have Golden Lunch pass or other class reward.
- House merit points – a league table of tutor group merits.
- Head Teachers Tea – Heads of Year nominate students (one per week) to meet with the Head Teacher for light refreshments on Friday, period 5.
- Form Tutors, Head of Year and catering staff nominate students of the week - certificates and achievement points issued.
- Half term reward events - criteria for selection is shared at the start of each half term with the students.
- Certificates and badges for achievement points at landmark stages.
- Department based rewards including stickers and postcards.

## **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 PE and form times.

## **PUNCTUALITY**

### **Lateness to school**

All students in Years 7-13 should be in school for the first bell at 8.25am. Any student late to school in the morning must sign in at the school gate or office. Students who are late to lessons in the day will be marked late by the teacher on SIMS.

Students who are late to school will be placed in daily detention that day, unless they provide a valid reason for lateness, which the school deems acceptable.

Persistent lateness to form time will be addressed by the form tutor initially and then escalated to the Head of Year, as appropriate.

## **Lateness to lessons**

Staff are to use discretion and speak to the student. When appropriate, staff should mark the student as late on the register. Students who have been persistently late in a school week will be placed in a Senior Leaders Detention. Minutes late per subject will be shared with assessment data.

## **Persistent lateness**

If a student is persistently late to a particular subject, the Head of Department (HoD) should be informed to support the class teacher before seeking the support of the Head of Year (HoY). Students accumulating 20 minutes late, in a week, or more are deemed to be considered persistently late.

## **UNIFORM EXPECTATIONS**

We expect our students to wear their uniform with pride and in accordance with school policy (including sixth form dress code).

Heads of Year and SLT will regularly check uniform at the school gate each morning and Form Tutors will check that uniform is correct during both registrations. Tutors/ HOYs should ensure students are given notes for any uniform issue and the students must be ready to show that note to staff throughout the day

Staff will address uniform infringements with a TIP approach and support students in correcting uniform. Staff will share relevant student information with other staff so, when required, additional support can be offered.

If a student is wearing uniform incorrectly, having already been asked and without a note from home or a form tutor, then their conduct card should be signed.

Items of clothing, which are not in line with the School's dress code, will be confiscated, until the end of the week.

Persistent uniform offenders may also be sent home or put into the Reflect and Reset room. Our uniform is clearly outlined in the student planners, on the school website and in reminders around the school.

The summer uniform will be activated at the discretion of the Headteacher.

It is the responsibility of all staff to support and challenge students who are not wearing their uniform correctly.

## **INCIDENTS INVOLVING PROHIBITED ITEMS AND BAG SEARCHES**

The school has a zero-tolerance stance towards illegal substances, weapons, pornography / any other harmful materials. These are not permitted to be brought onto, or used on, School premises. They further include any item 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 Headteacher, 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, or are in possession of a prohibited item.

Incidents that fall into this category will result in serious consequences including fixed term suspensions 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 could 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. The DSL will ensure an appropriate adult is present for any student being investigated by the police.

. Prohibited items are:

- Knives or weapons or anything which could be perceived as a weapon, including metal combs
- Alcohol or tobacco/cigarette papers/vapes
- Illegal drugs or drugs not authorised through medical/welfare staff
- Stolen items
- Fireworks
- Pornographic images
- Any item 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 student). The Headteacher and authorised staff can also search for any item banned by the school (such as energy drinks, sweets and drugs of any category and smart phones).

## **INCIDENTS INVOLVING THEFT AND DAMAGE TO SCHOOL PROPERTY**

Incidents of theft and damage to school property are likely to result in serious consequences. In the event of damage to school property or to the property of others, the cost of repair may be sought from parents.

## **BULLYING**

We do not underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's wellbeing, academic and social development right through into adulthood. Therefore, we believe pupils and families should have the confidence that they will be listened to and that any bullying that is reported will be dealt with promptly and effectively. Anyone who is aware of any type of bullying taking place is expected to tell a member of staff immediately.

We recognise that the power of language can have unintended consequences. Therefore, instead of referring to "bullies" and "victims," more appropriate language includes "the child who bullied another student" (rather than "the bully") or "the student who was bullied" (rather than "the victim").

Bullying behaviour which may occur in school usually has common features including:

- It is deliberate, hurtful behaviour.
- It is repeated, often over a period of time.
- It is difficult for those being bullied to defend themselves.
- It is often aimed at certain groups because of race, religion, gender or sexual orientation.

The four main types of bullying behaviour:

- Physical: hitting, kicking, pushing, taking belongings.
- Verbal: name-calling, insulting, racist or discriminatory remarks attributed to gender or sexual orientation.
- Indirect: spreading nasty stories or rumours; excluding from groups, being ignored, intimidation or threatening behaviour.
- Cyber bullying: using IT particularly the internet and mobile phones, to deliberately upset someone

Any incidents of bullying will be reported immediately to the DSL. It is important that this information is shared amongst with relevant staff (including pastoral/wellbeing team, form tutor and HoY) as soon as possible.

We reject all forms of bullying including those of a sexual, religious and/or racist nature and those involving sexual harassment, deceit, cruelty, irresponsibility and dishonesty.

Staff will apply the 4 D's when hearing or observing any form of such negative behaviour, in particular involving incidents of racism and homophobia.

Where bullying does take place, the school will ensure that it is dealt with promptly and effectively.

Incidents of bullying will be recorded and dealt with in line with the Behaviour Grid for Learning. Support will be offered/arranged for victims of bullying.

Student Anti Bullying Ambassadors will work alongside the Student Council to help prevent bullying and to support fellow students.

## **INCIDENTS INVOLVING SOCIAL NETWORKING**

Incidents of bullying on social networking are taken very seriously. Where appropriate, mediation will take place led by members of the Pastoral Team. Parents will be kept informed by the relevant HoY. Incidents could result in police involvement.

## **MOBILE PHONES**

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.

ALL smartphones are banned for students in Years 7 to 11.

Any basic phones seen during the school day will be confiscated and returned to the student at the end of the week.

Smartphones that are seen will be confiscated and returned after 10 school days or at the end of half-term (if before 10 school days).

Sixth Form students can have their smart phone and earphones but they can only be used in the designated Sixth Form areas.

Confiscated mobile phones must be handed in to the school office for safe keeping. A message or call home is to be made by the office staff.

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

## **MANAGING INCIDENTS OF MISBEHAVIOUR AND PREVENTING RE-OCCURANCE**

An important feature of our approach to positive behaviour for learning is that students and staff have a common understanding of consequences when the school's expectations have not been met.

The Behaviour Grid for Learning, which outlines consequences, is used alongside this document to ensure consistency and transparency.

When dealing with incidents, we use simple restorative questions to guide our conversations with students, such as:

- Can you help me understand what happened?
- When (specific event happened), what were your feelings and thoughts?
- What are you able to recall doing or saying during the incident?

- Can you tell me about any other students who may have seen what happened?
- Are you able to tell more about what happened when?
- Who do you think has been affected?
- What do you think should happen now?

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

Conduct cards are used by all staff to award positive and negative behaviours outside of the classroom.

Positive conduct points are transferred to SIMS by the form tutors.

Upon receiving three negative strikes, the conduct card is handed into the School Office and a daily detention is issued. If a student has had 10 days without receiving a negative behaviour strike, they are able to exchange their conduct card for a new one.

Each stage of the system provides an opportunity for restorative approaches and conversations. This is to be seen as a cycle, supporting learners back into learning with a fresh start as early as possible, and an opportunity to teach strategies to calm and regulate their behavior.

Restorative conversations can start at any stage but sometime will need to be planned.

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

- Create a positive and welcoming learning environment (see teacher expectations)
- Approaching the student and standing next to them.
- Move around the work area/classroom.
- Setting time limits.
- Reminder of expectation
- Balance learning reminders with praise.

When addressing the whole class at the start of the lesson or during the lessons staff will clearly say, “3-2-1 SLANT”.

<b>S</b>	Sit up straight
<b>L</b>	Listen carefully
<b>A</b>	Ask and answer questions
<b>N</b>	Never interrupt
<b>T</b>	Track the teacher

SLT staff, the Duty Manager and the Behaviour Support Officer will facilitate lesson changeovers to assist in smooth student movements and ensuring students are ready to learn. The corridor code of conduct is in the student planner but is summarised with WINS. Students not adhering to WINS should have their conduct card marked.

<b>W</b>	Walk on the left
<b>I</b>	Indoor voices
<b>N</b>	Never run or push
<b>S</b>	Show empathy and impress visitors

## **STAGES 1 – 4 OF THE BEHAVIOUR MANAGEMENT SYSTEM**

### **Stage 1: Learning Reminder 1 (LR1)**

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, the first of two reminders will be given. The words 'learning reminder' are used. E.g. 'NAME, This is your first 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 and names not recorded on the board.

### **Stage 2: Learning Reminder 2 (LR2)**

A student who does not meet behaviour expectations following a learning reminder will receive a second learning reminder. AT this stage, students are asked to stand outside the classroom to reset (their behaviour), reflect (on their behaviour) with a brief conversation with the class teacher before returning to the class. Students stand next to the open door.

Staff will apply a relational approach to the conversation with the student to aid regulation. TIPs knowledge of regulating, relating and reasoning whenever possible before inviting students back into the classroom. This is a restorative approach/conversation to support the student back into learning. Where students are unable to regulate, they may have "time in" with the wellbeing team at this stage.

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 (Persistent Low Level Behaviour following LR1 and LR2)**

When a student has received a LR1 and LR2, and does not meet expectations and is disrupting the learning of others in the room, the student will be asked to go to First Call and report to the Duty Manager at the Upper School and the Behaviour Support Officer at Lower School, who will log the incident and issue a Daily Detention for the same day.

The referred student will have a reflective conversation and may be asked to write a statement, as appropriate, depending on the nature of the incident and if there are concerns he may remain in the First Call space.

Staff who sent the student to First Call will, when possible, visit the student during Daily Detention that day to reconnect and resolve any remaining concerns... This is a restorative approach/conversation to support the student to help ensure the next lesson is a success.

The student may also be withdrawn from the next lesson with the referring teacher (remain in first call space). If this is the case, a meeting with the teacher by the Head of Department ("HoD") or HoY will be held to resolve the issues before the next lesson.

Where a student's relationship with a member of staff is not repaired resulting in continued disruption in lesson, a phone call home from the teacher or HoD is made. Continued issues will result in a meeting 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 will receive weekly behaviour and punctuality logs. Students with detentions that week will not be rewarded with an early finish on Friday at 3.20pm.

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 – the student must still attend daily but will also be added to the SLT detention on Friday – DM calls come/ notification sent. A second first call may result in the student being placed in reflection.
- If three or more daily detentions are issued – the student must still attend the daily detention but will also be added to Reflect and Rest Room– The HoY must call home to inform parents/carers of the consequence once SLT approved.
- The HoYs and tutor team track daily detentions.
- Form tutor reports are issued initially for students causing concern. Student reports are outlined in the Behaviour Grid for Learning.

### **Stage 4: Duty Manager or Senior Teacher**

Duty manager calls will be used by teachers when there is a serious incident that prevents the teaching of others or risks the safety of others. Duty manager calls are likely to result in an SLT detention. DMs can recommend a daily detention or escalate depending on the situation. This will be agreed with the SLT/HoY, after the incident has been investigated and statements taken.

Where students are sent to the Duty Manager (DM) or Behaviour Support Officer (BSO) an explanation email and Record of Incident form must be sent by the referring member of staff. If a student refuses to report to the DM/BSO another student should be sent to the school office so that a member of staff can be contacted to assist.

The teacher must complete the Record of Incident form as soon as possible. The Duty Manager or Behaviour Support Officer logs the initial incident on SIMS detailing what happened and what action has been taken.

### **SLT Detention**

The SLT Detention is the next step after a Daily Detention. This consequence 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 at Upper School and an hour at Lower School.

Students in SLT detention will be brought to the detention by form tutors and HOY. Failure to attend SLT detention will result in the student being in the Reflect and Reset Room on the following Monday.

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

Students who are persistently disrupting the learning of others will be identified by the analysis of behaviour logs. These are shared weekly with tutors and monitored by HoYs and HoDs.

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 daily report and will have to show the report to their tutor or HoY as appropriate every day. Parents/Carers sign the report daily, which are added to the student's file.

These students are raised at inclusion meetings to ensure that their needs are being met and to facilitate a joined up child centred approach.

### **Intervention and Support to help prevent reoccurrence of misbehavior.**

Some incidents will result in support being allocated as a direct result of a student's behaviour. For example, racist or phobic incidents will be addressed with a consequence but also the student will also attend sessions to educate them to help reduce future incidents.

The Wellbeing Team will lead sessions around hate speech/actions and share outcomes with Form Tutors, Heads of Year, SLT and parents

Other strategies which may be used in addition to help prevent reoccurrence of misbehavior include: group changes, student reports, timetable adaptations, restorative justice meetings, Schools Police Officer meetings and external agencies or packages used by the school such as the Brook Traffic Light Tool.

### **Stage 6: Internal Reflect and Reset**

Internal Reflect and Reset is an extremely serious consequence.

The reasons students can be placed in the Reflect and Reset room are outlined in the Behaviour Grid for Learning but include:

- Behaviour that is considered sufficiently serious to warrant more than a SLT detention but less than a suspension.
- When such behaviour occurs, the student will be taken out of circulation whilst the incident is investigated and initially remains with the Duty Manager or Behaviour Support Officer, depending on the situation

A decision to place a student in the Reflect and Reset Room a must be approved by a member of SLT.

The HoY will notify parents by telephone on the day of the event, or on the day, the decision is made.

Students in the Reflect and Reset Room will work under supervision who will ensure work is completed. Students will not be in circulation around the school. Students are set suitable work by their teachers either on google classroom or by sending work directly to Reflection and Reset Room.

Whilst in the Reflect and Reset Room, students will complete a reflection form and any connected staff (including mentors) are encouraged to meet with the student. All students will have a 1:1 meeting to support reflection and resetting to reduce the risk of repeated misbehavior.

If a student is placed in the Reflection and Reset room more than twice, a face to face meeting is arranged by the HOY and strategies are discussed to help reduce further incidents. This could include well being and/or SEND support, adjusted timetables or groups as well as student reports.

The student may be placed on a Behaviour Support Plan. If appropriate, a Managed Move is discussed with parents. Enfield Behaviour Support mentor and/or a Behaviour Panel may also be arranged.

### **Stage 7: Suspension**

The Headteacher can decide to suspend 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.

Suspensions can also be issued for one off serious offences by the Headteacher. This would also include any incidents that bring the school into disrepute. For any length of time served through a suspension, work will be set for the student during the absence.

Parents/Carers will be informed about the decision of a suspension via a phone call from a member of 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 suspension meeting. On occasions, the suspension could be set for a number of days in the first instance meaning the suspension could be extended.

On return to school, the student and parents must meet with a member of the SLT or the HoY for a readmission meeting. Students cannot return to lessons without a successful readmission meeting to complete the readmission document.

As a result of the suspension, the student may be placed on a Behaviour Support Plan. If appropriate, a Managed Move is discussed with parents. Enfield Behaviour Support mentor and/or a Behaviour Panel may also be arranged.

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

### **Stage 8: Meeting or discussion with SLT or Headteacher**

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 (or called) by a member 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. If there is no significant improvement after this time, the student and parents will have a meeting with the Headteacher.

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

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

Where a student has received a significant number of behaviour incidents, failed to show sustained improvement, following a BSP or served a number of suspensions 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 after 6 weeks.

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

Students who persistently breach the school's behavior policy and/or code of conduct 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 Exclusion 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.

- The Headteacher must consider the student’s attendance/barriers to learning prior to making the decision to permanently exclude a student.
- The School 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 Headteacher 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 is of a concern the HoY will employ a range of strategies to support a positive change in behaviour. This can include Form Tutor and HoY reports and Behaviour Support Plans. The parents/carers will be informed and the areas of concerns will be discussed with targets set for the student to be reviewed. At the review, the student’s progress against 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 agreed.

Staff are kept informed of the range of interventions and support put in place (and available) for students. This could also include a referral to the Wellbeing Team.

## **RESPONDING TO SPECIFIC BEHAVIOUR INCIDENTS**

Safeguarding and child protection is the primary concern in any incident.

All matters regarding child protection and safeguarding are to be reported to the DSL and safeguard team and recorded via CPOMS.

Staff are to follow the procedures outlined in KCSIE 2023 and the schools Child Protection Policy.

The DSL and safeguarding team will consider the information and act in accordance with the Child Protection Policy, working with all relevant agencies.

The school will work with agencies to ensure safeguarding and Child Protection is upheld and make every effort to amend and adjust to support students.

Incidents will be monitored closely monitored and any patterns will be addressed. Changes to routines, policy or environment would be considered to address any specific behavior incidents.

## **Glossary of Terms**

TIP	Trauma Informed Practice
SEND	Special Educational Needs and Disabilities
PP	Pupil Premium
LAC	Looked After Child
PLAC	Post Looked After Child
DSL	Designated Safeguarding Lead
CPOMS	Child Protection Online Monitoring System
KCSIE	Keeping Children Safe in Education
HOY	Head of Year
HOD	Head of Department
SLT	Senior Leadership Team
BSP	Behaviour Support Plan
PSP	Pastoral Support Plan
MM	Managed Move



