Enfield Grammar School

Behaviour & Relationships Policy

Date Approved	September 2024
Approved by	Full Governing Body
Renewal Date	September 2025

Contents

Aims

At EGS, our behaviour policy reflects the core ethos of "Tant Que Je Puis"—striving to do our best in all we undertake. Guided by our values of PRIDE, this policy aims to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect our values of PRIDE. By showing empathy, kindness, and respect, we foster strong relationships, which are the foundation of a successful and thriving learning community.
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe, and supportive environment where everyone feels valued, motivated, and respected.
- Outline expectations and consequences of behaviour that are clear and consistent, encouraging pupils to demonstrate integrity and responsibility in their actions, in line with our shared commitment to doing "as much as we can."
- Provide a consistent approach to behaviour management that applies equally to all pupils, ensuring equality, support, and opportunities for growth, while reinforcing resilience and determination in overcoming challenges.
- Define unacceptable behaviour, including bullying and discrimination, which goes against the values of integrity and empathy that we uphold at EGS.

Ethos & Values

Ethos: "Tant Que Je Puis"

This Old French phrase, adopted from the Uvedale family circa 1664, translates to "As much as I can." It reflects the school's commitment to striving for excellence and dedication in all endeavours.

Values: PRIDE

At EGS, our core values of PRIDE—Passion, Resilience, Integrity, Determination, and Empathy—guide our actions and help us grow into well-rounded individuals, ready to contribute positively to society. We take pride in ourselves, our school, and our community, believing that strong relationships are the foundation of a positive, successful learning environment.

When we respect, support, and understand one another, we create a space where everyone feels valued and motivated to achieve their best. Good behaviour naturally follows when we nurture these strong connections. By showing empathy, kindness, and respect, we help each other grow and thrive.

Together, by living our values and working in unity, we can build a community where good behaviour is the norm, and we all succeed as we strive towards "Tant Que Je Puis."

Legislation, Statutory Requirements, and Guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024.
- Searching, screening, and confiscation: advice for schools 2022.
- The Equality Act 2010.
- Keeping Children Safe in Education 2024.
- Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement 2024.

- Use of reasonable force in schools.
- Supporting pupils with medical conditions at school.
- Special Educational Needs and Disability (SEND) Code of Practice.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Refusal/defiance
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated/continuous misbehaviour.
- Any form of bullying*.
- Vandalism or theft.
- Fighting or vaping.
- Truancy.
- Use of racist, sexist, homophobic language, or any discriminatory language or abuse that threatens the protected characteristics.
- Inappropriate use of ICT in School or online abuse
- Possession of prohibited items including, but not limited to, weapons, alcohol, illegal drugs, stolen items, tobacco, e-cigarettes, and pyrotechnics (such as fireworks or sparklers).

Bullying is defined as the repetitive, intentional harming of one person or group by another, where the relationship involves an imbalance of power. It can include emotional, physical, prejudice-based, sexual, verbal, and cyber-bullying. Please see the Anti-Bullying Policy for further details.

Roles and Responsibilities

The Governing Body

- Reviewing and approving this policy.
- Monitoring the policy's effectiveness.
- Holding the Headteacher and SLT accountable for its implementation.

The Headteacher & Deputy Headteacher for Inclusion

- Reviewing and approving this behaviour & relationships policy.
- Ensuring a positive school environment.
- Monitoring policy implementation and ensuring staff deal effectively with poor behaviour.
- Providing training in behaviour management.

Staff

- Creating a calm and safe environment for pupils.
- Establishing clear boundaries of acceptable behaviour.
- Implementing the behaviour & relationships policy consistently.
- Modelling expected behaviour and positive relationships.

Parents and Carers

- Supporting their child in adhering to the behaviour & relationships policy.
- Informing the school of any changes in circumstances that may affect their child's behaviour.
- Discussing behaviour concerns with the school promptly.
- Downloading the Class Charts app, review daily and follow up with staff if concerns arise

Pupils

- Behaving in an orderly and self-controlled way.
- Showing respect to members of staff and each other whilst acting out the school ethos & values.
- Accepting sanctions when given.
- Engaging positively with the school's behaviour & relationships policy.

Trauma Informed Practice

Building strong relationships and using trauma-informed practices are at the core of our behaviour policy. These approaches are the most effective tools for managing behaviour, ensuring that every student feels supported, valued, and understood. By focusing on relationships and empathy, we create an environment where students are more likely to engage positively and make lasting improvements in their behaviour.

Our trauma-informed practices acknowledge that behaviour often stems from underlying emotional or psychological challenges. This means we prioritise understanding the root causes of behaviour rather than simply addressing the symptoms. By fostering a culture of empathy, our staff are trained to "connect before correcting," ensuring that students feel safe and heard before any interventions are applied. This aligns with our values of PRIDE—particularly Empathy and Resilience—and reinforces our commitment to the well-being of every pupil.

In practice, this approach is reflected in our use of restorative conversations at various stages of the behaviour process, particularly after a Learning Reminder is issued. These conversations offer opportunities for students to reflect on their actions, understand their impact, and make positive changes with the guidance of trusted staff. By combining these restorative techniques with consistent application of our Conduct Grid and support through tailored interventions, we ensure that our behaviour management system is not only fair but also deeply supportive of the individual needs of each student.

Our Trauma-Informed Principles underpin our behaviour management:

- Connect Before You Correct
  - Focus on building strong, trusting relationships with students.
  - Ensure students feel valued and understood before addressing behaviour issues.
- Believe in Kindness and Empathy
  - Approach each interaction with compassion and understanding.
  - Recognise that behaviour is often a form of communication.
- Care and Listen – Make Students Feel Accompanied
  - Show genuine interest in students' well-being.
  - Listen actively to what students have to say, validating their feelings.
- Support and Challenge
  - Balance nurturing support with high expectations.
  - Encourage students to take responsibility for their actions while providing guidance.
- Use the 'Power of the Pause' – Regulate, Relate, and Reason
  - Pause before reacting to challenging behaviour.
  - Take time to regulate emotions, build a connection, and reason calmly.

Behaviour in the Curriculum

Enfield Grammar School promotes a culture of respect, responsibility, and readiness to learn. Our ethos, "Tant Que Je Puis", guides us to always do our best. Our core values—Passion, Resilience, Integrity, Determination, and Empathy (PRIDE)—are central to our expectations. Pupils will be taught this through PSHE and Pastoral Curriculums, as well as WOW days and assemblies.

Behaviour Management

To support the consistent application of our behaviour policy, all staff are required to use Class Charts, our behaviour management software. Class Charts allows staff to log, track, and report student behaviour efficiently and transparently.

Logging Behaviour: Staff use Class Charts to log both positive and negative behaviours in real-time. This ensures that all behaviour incidents are recorded promptly and accurately, providing a comprehensive overview of each student's conduct. Positive behaviour is rewarded with achievement points, while negative behaviour is addressed through the school's conduct grid.

Tracking Patterns: Class Charts enables staff to identify patterns of behaviour over time. By tracking both positive and negative incidents, staff can gain insight into any recurring issues or improvements, allowing for timely intervention and support where needed.

Reporting: Behaviour reports can be generated through Class Charts, providing detailed records for individual students. These reports are shared with relevant staff, parents, and pastoral teams to ensure open communication and a collaborative approach to behaviour management. The data collected also helps inform strategic decisions about interventions and support systems across the school.

By using Class Charts, we ensure that our behaviour management system is fair, consistent, and data-driven, supporting both staff and students in maintaining a calm, respectful, and productive school environment.

Achievement Points & Rewards

Achievement points can be earned both in and outside the classroom and are encouraged as a method to develop relationships as well as improve behaviour. Students can earn achievement points by demonstrating behaviours that reflect our school's values of PRIDE, for example:

- Passion: For showing enthusiasm in their learning, such as completing extra research for a class project or actively engaging in discussions.
- Resilience: For overcoming a challenging task or demonstrating persistence, like improving a difficult skill after receiving constructive feedback.
- Integrity: For consistently making good choices and standing up for others.
- Determination: For showing dedication to personal goals, like staying focused on long-term projects or excelling in a sporting event.
- Empathy: For acts of kindness and understanding, such as helping a peer who is struggling or offering support to a new student.

In addition to these specific values-based rewards, staff can also award an overall PRIDE point for general good conduct or effort. This quick reward does not require a detailed note, but it serves as an immediate recognition of a student's positive behaviour.

We are currently working closely with the Student Voice Team to reshape our rewards structure, which is being incorporated into the updated Conduct Grid with input from the Student SLT. This new system is integrated with a revitalised House system to encourage healthy competition and school spirit. Additionally, we are launching a rewards store where students can use their achievement points to purchase school-related items.

Behaviour Points & Sanctions

Our staff are encouraged to view behaviour points as a last resort, prioritising positive engagement strategies and trauma-informed practices in managing classroom behaviour. We believe that building strong relationships and promoting positive behaviour are the most effective ways to support our students. However, we also recognise that unacceptable behaviour must be addressed appropriately. To manage this, we employ a five-tiered approach to behaviour management. Detailed examples of behaviours at each level can be found in the Conduct Grid in the appendices.

Level 1: Learning Reminder 1
A verbal warning is issued in response to a specific behaviour, with a focus on restorative practice. This reminder is a prompt to encourage the student to self-correct and reflect on their behaviour.

Level 2: Learning Reminder 2
If the behaviour persists, Learning Reminder 2 is issued. The pupil is asked to step outside the classroom briefly to reflect on their actions, after which the teacher joins them for a restorative conversation. The incident may be logged on Class Charts, and the teacher has the option to set a Private Detention at a time of their choosing. If a detention is issued, the teacher must leave a note detailing the reason.

Level 3: Learning Reminder 3
Learning Reminder 3 is reserved for continued poor behaviour beyond the first two reminders. At this point, the pupil is sent to the relevant Duty Manager for the remainder of the lesson, where they must work in silence. This level also triggers a 30-minute daily detention, which is recorded on Class Charts, where the teacher must leave a note detailing the reason.

Level 4: Reflect & Reset Room
Students who continue to disregard rules or engage in behaviour that is considered dangerous or offensive are referred to the Reflect & Reset Room for 1 to 3 days. This provides an opportunity for the student to reflect on their behaviour and re-engage with learning in a more focused environment. Students are also appointed to Community Service roles whilst in the Reflection & Reset Room in order to engender a sense of responsibility and empathy.

Level 5: Suspension
Level 5 behaviours, such as abusive conduct, fighting, or any serious misconduct, may result in a suspension. Suspensions are issued as a last resort and can only be authorised by the Headteacher.

Community Service

In certain cases, we will utilise Community Service as a discretionary sanction. This will involve students participating in tasks that support kitchen and site staff, such as assisting with meal preparations, maintaining school grounds, or other roles that contribute positively to the school environment. This approach not only holds students accountable for their actions but, fosters a sense of responsibility, teamwork, and humility, encouraging improved decision-making in the future

This structured approach ensures that behaviour management is consistent, fair, and restorative, providing students with opportunities to reflect on their actions and learn from their mistakes while upholding the high standards of our school community.

Detentions

A Private Detention may be issued following Learning Reminder 2 and is a 10-15 minute detention held at a time of the teacher's choosing. This allows the teacher to address the behaviour in a focused setting and have a brief restorative conversation with the pupil.

Daily Detentions are held within each year group and last for 30 minutes. These are issued when a pupil receives a Learning Reminder 3, or if they fail to attend a Private Detention. Daily Detention ensures that poor behaviour is addressed promptly and consistently across the school.

SLT Detentions are held every Friday after school, lasting 1 hour for Upper School students and 45 minutes for Lower School students. These are reserved for more serious behaviour infractions that exceed the scope of a Daily Detention but are not severe enough for a referral to the Reflect & Reset Room. SLT Detentions are also issued when a pupil fails to attend a Daily Detention, ensuring that there are clear consequences for escalating behaviour.

Strategic Behaviour Focus

At times, the school will choose to focus on specific behaviours that require improvement across the school community. During these periods, we may take a more robust approach to addressing these behaviours, ensuring clear and consistent consequences.

- Where possible, parents and carers will be informed in advance of such initiatives via school communications.
- The increased focus will be time-limited and reviewed for effectiveness.
- The aim is to reinforce positive behaviour and uphold the high standards expected of all students at EGS.

Suspensions

Suspensions are used for serious incidents where a temporary removal from school is deemed necessary. Suspensions may be for a fixed number of days and are authorised only by the Headteacher or a delegated member of SLT.

Process for Suspension:

- Parents/carers will be informed as soon as possible and provided with a written explanation of the reason for the suspension.
- The school will provide work for the pupil to complete during the suspension period.
- A formal record will be kept, and the suspension will be reported to the governing body and local authority as required by DfE guidance.

Return from Suspension Process:

- Pupils returning from suspension will be required to attend a reintegration meeting with a senior leader, their parent/carer, and their Head of Year (see appendix 4).
- The meeting will focus on reflection, responsibility, and strategies to support positive future behaviour.
- Where necessary, additional interventions (such as Behaviour Support Plans or Pastoral Support Plans) may be put in place to support reintegration.

Permanent Exclusions

At Enfield Grammar School, we are committed to fostering an inclusive and supportive learning environment where all students can thrive. However, there may be instances where a pupil's behaviour is so serious or persistently disruptive that permanent exclusion is necessary. Permanent exclusion is a last resort and is only considered in exceptional circumstances, where allowing the pupil to remain in school would seriously harm the education or welfare of others. The school follows the Department for Education (DfE) guidance on exclusions to ensure a fair, transparent, and legally compliant process.

This section outlines the procedures and considerations involved in a permanent exclusion to ensure that all stakeholders—students, parents/carers, and staff—understand their roles and rights in the process.

Permanent Exclusion Process:

1. **Decision-Making:**
   o The **Headteacher** is the only person with the authority to permanently exclude a pupil.
   o A permanent exclusion will only be issued in response to a **serious breach or persistent breaches** of the school's behaviour policy.
   o The decision to exclude must be **lawful, reasonable, and fair**, and consideration will be given to the circumstances of the pupil, including any **special educational needs (SEN), disabilities, or safeguarding concerns**.
   o Before making a decision, the Headteacher will ensure that a **thorough investigation** has taken place, evidence has been gathered, and the pupil has had an opportunity to provide their account of events.

2. **Notification:**
   o Parents/carers will be informed of the exclusion **without delay**, and they will receive a formal letter outlining:
      ▪ The reason for the exclusion.
      ▪ The right to make representations to the **governing board**.
      ▪ Information about alternative education provision.
   o The governing board and local authority will also be informed promptly.

3. **Governing Board Review:**
   o If a pupil is permanently excluded, the **governing board** must review the decision within **15 school days**.
   o Parents/carers, the Headteacher, and a local authority representative will be invited to attend the meeting.
   o The governing board will consider all evidence and decide whether to **uphold the exclusion or reinstate the pupil**.

4. **Independent Review Panel (IRP):**
   o If the governing board upholds the exclusion, parents/carers can request an **independent review panel (IRP)** within **15 school days**.
   o The IRP can **uphold the exclusion, recommend reconsideration, or quash the decision** if it finds the exclusion to be unfair or unlawful.
   o If the decision is overturned, the school will work with all parties to reintegrate the pupil effectively.

5. **Alternative Provision & Reintegration Support:**
   o For permanently excluded pupils, the local authority must arrange **full-time education from the sixth school day**.
   o If reinstatement is directed, the school will provide a **structured reintegration plan**, including mentoring or additional behavioural support as needed.

Key Considerations in Exclusions:

- **Special Educational Needs (SEN) & Disabilities:**

- o Schools must take into account whether a pupil has additional needs that contributed to the behaviour leading to exclusion.
  - o The school must consider whether additional **reasonable adjustments** or support strategies could have prevented the exclusion.
- **Fairness & Non-Discrimination:**
  - o Decisions must comply with the **Equality Act 2010**, ensuring no pupil is unfairly treated based on protected characteristics such as **disability, race, gender, or special educational needs**.
- **Safeguarding & Welfare:**
  - o If a permanently excluded pupil is known to **Children's Services or has a social worker**, the school must notify relevant safeguarding professionals.
  - o The school must consider whether alternative pastoral interventions could support the pupil before reaching the point of exclusion.

For full details, refer to the DfE Guidance on Suspensions and Permanent Exclusions (2024).

Tracking & Monitoring behaviour

Behaviour is monitored daily by House tutors through Class Charts, with Heads of Year tracking behaviour across their year groups and reporting bi-weekly to the relevant Head of School. The Head of School then reports to the Deputy Headteacher for Inclusion, who oversees behaviour across the school. Each negative behaviour is assigned -1 point, and actions are taken based on the accumulation of behaviour points. The Deputy Headteacher provides a termly behaviour report to the governing body.

Our Behaviour Flow Chart supports a proactive approach to behaviour management, helping students reflect, adapt, and build positive relationships. Behaviour is tracked in tranches of 5 points, with each set of 5 points resulting in an escalation of intervention. At 5 points, the student's behaviour is addressed by their House tutor. At 10 points, it escalates to the Head of Year, and at 15 points, it reaches Senior Leadership Team (SLT) level, ensuring increasing levels of support and accountability. Staff have the flexibility to make reasonable adjustments and use discretion when determining appropriate responses and interventions. The system resets at the start of each term, offering students regular opportunities to reflect and make a fresh start. However, interventions that escalate to higher levels at the end of a term may carry over into the next if unresolved.

Collaboration between teachers, tutors, parents/guardians, and support networks ensures students receive the tools and guidance needed to improve their behaviour and overall learning experience. At any stage, if a student's behaviour improves significantly, they may move to a lower level of monitoring and support, highlighting the belief that positive change is always possible.

This structured, consistent approach ensures that each student receives the necessary support to succeed, creating a positive school environment where everyone can thrive. The Behaviour Flow Chart can be found in Appendix 2.

Behaviour support

The Behaviour Support Pathway outlines the stages of interventions and support available for students who demonstrate continuous poor behaviour. The pathway is structured into three stages, each offering increasing levels of intervention to meet the individual needs of the student and includes a range of internal and external interventions.

Stage 1: Early interventions such as mentoring, counselling, conduct reports, and referrals to the Wellbeing Mentor, SEN team, or Educational Psychologist. These aim to address behaviour concerns in their initial

stages through targeted support like Behaviour Support Plans (BSPs), attendance interventions, and Inclusion discussions.

Stage 2: For more persistent and continuous issues, interventions include 1:1 mentoring, group work, involvement of the Behaviour Panel, or placement in the Learning Support Unit. More intensive measures such as the Pastoral Support Plan (PSP) or referral to At Risk/Turnaround programs may also be implemented.

Stage 3: In cases of ongoing poor behaviour, offsite or Alternative Provision may be considered. Additional interventions include involvement with external services such as CAMHS, Social Services, Early Help, or a referral to the Governors Panel. Multi-agency support meetings may also be arranged to coordinate further assistance.

This pathway ensures a structured, escalating response to behaviour concerns, with interventions tailored to the needs of each pupil.

Screening & Searching

"Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 or any other item that the school rules identify as an item which may be searched for." (Searching, Screening and Confiscation, DfE, 2022)

Searching individuals

A search can only take place with permission of a member of SLT. It must be undertaken by at least one member of SLT. The search should take place in a discreet location, out of view of other pupils where practical and possible and be logged on the Searching & Screening log.

"The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:
if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff."

The screening itself should be pupil-led, i.e. the pupil should empty their bag, coat, pockets, etc. At no time should a member of staff touch a pupil (i.e. 'pat down'), but they may look inside coats and bags once the pupil has removed them, or use a wand if deemed necessary. They may pat down a jacket or blazer and request a pupil empty their trouser pockets.

Searching a class

Class searches should be carried out by 3 or more staff members and led by a member of SLT. The search may take place in the class, or a selection of pupils may be selected.

The extent of the search

"A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags." (Searching, Screening and Confiscation, DfE, 2022)
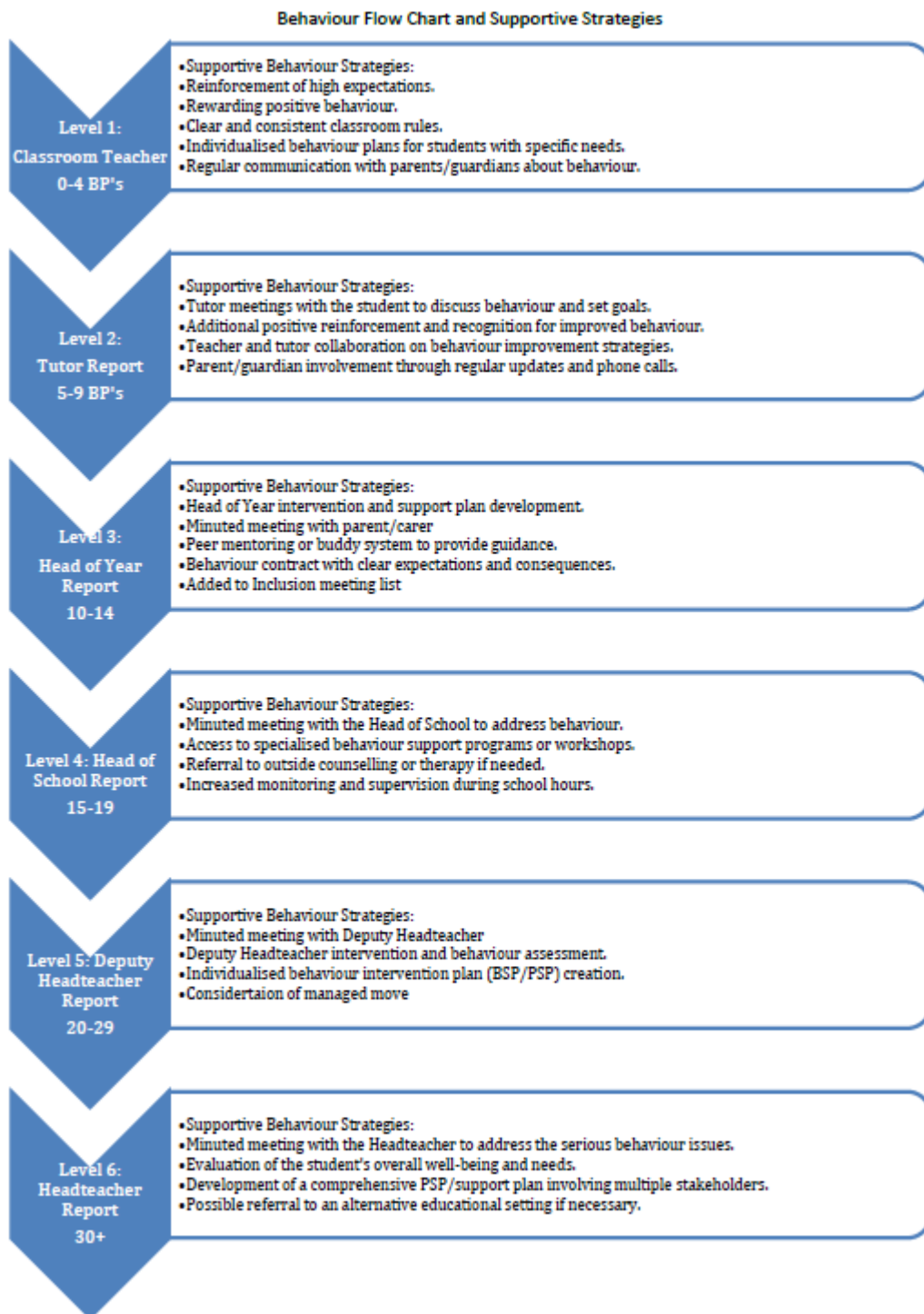
Handling Confiscated items
Any prohibited items should be confiscated and handed to the Headteacher or a Deputy.

Appendices

Appendix 1: Conduct Grid

Level	Level 1: No further action	Level 2: 1 Behaviour Point & Optional detention	Level 3: Behaviour Point & Detention	Level 4: Reflect & Reset Room	Level 5: Suspension
Context	The first negative behaviour	Repeated negative behaviour	Continued negative behaviour	A serious incident requiring immediate follow up and action from HoY & SLT	A serious incident requiring immediate follow up and action from HoY & SLT
Response	Issue Learning Reminder 1. Inform pupil and give clear instruction to pupil on misdemeanour.	Issue Learning Reminder 2 for continued/repeated poor conduct send pupil out for 2 mins to reset. Log on Class Charts.	On Call - Removal from class to Duty Manager	On Call - Removal from class to Duty Manager	On Call - Removal from class to Duty Manager, HoY & SLT informed
Restorative prompt	"I'd like you to focus on your work please and let me know if there's anything I can support you with"	"I've noticed you've been struggling to follow instructions today. Can we talk about what's going on?"	"Please go to Duty Manager and take your belongings with you, we will discuss this in detention."		
Behaviour	Defiance	Defiance	On Call: Requires written input from teacher	Homophobic language	Homophobic abuse
	Disruptive behaviour	Disruptive behaviour		Discriminatory language	Discriminatory abuse
	Disrespectful behaviour towards a student	Disrespectful behaviour towards a student		Sexist language	Sexist abuse
	Eating/Chewing in class	Eating/Chewing in class		Bi-phobic language	Bi-phobic abuse
	Inappropriate classroom behaviour	Inappropriate classroom behaviour		Transphobic language	Transphobic language
	Talking out of turn	Talking out of turn		Racist language	Racist abuse
	Other behaviour not listed	Other behaviour not listed		Fighting	Fighting
	Working below expectations	Working below expectations		Verbal abuse towards a teacher	Repeated bullying
	Lack of engagement	Lack of engagement		Bullying	Repeatedly bringing school into disrepute
				Damage to school property	Inappropriate use of ICT in School
				Bringing school into disrepute	Inappropriate sexual behaviour
				Inappropriate sexual behaviour	Possession of prohibited item(s)
				Smoking/Vaping	
				Inappropriate use of ICT in School	
				Persistent failure to follow instructions	
				Failure to hand over mobile phone	

Appendix 2: Behaviour Flow Chart

Behaviour Flow Chart and Supportive Strategies

Level 1:
Classroom Teacher
0-4 BP's

- Supportive Behaviour Strategies:
- Reinforcement of high expectations.
- Rewarding positive behaviour.
- Clear and consistent classroom rules.
- Individualised behaviour plans for students with specific needs.
- Regular communication with parents/guardians about behaviour.

Level 2:
Tutor Report
5-9 BP's

- Supportive Behaviour Strategies:
- Tutor meetings with the student to discuss behaviour and set goals.
- Additional positive reinforcement and recognition for improved behaviour.
- Teacher and tutor collaboration on behaviour improvement strategies.
- Parent/guardian involvement through regular updates and phone calls.

Level 3:
Head of Year
Report
10-14

- Supportive Behaviour Strategies:
- Head of Year intervention and support plan development.
- Minuted meeting with parent/carer
- Peer mentoring or buddy system to provide guidance.
- Behaviour contract with clear expectations and consequences.
- Added to Inclusion meeting list

Level 4: Head of
School Report
15-19

- Supportive Behaviour Strategies:
- Minuted meeting with the Head of School to address behaviour.
- Access to specialised behaviour support programs or workshops.
- Referral to outside counselling or therapy if needed.
- Increased monitoring and supervision during school hours.

Level 5: Deputy
Headteacher
Report
20-29

- Supportive Behaviour Strategies:
- Minuted meeting with Deputy Headteacher
- Deputy Headteacher intervention and behaviour assessment.
- Individualised behaviour intervention plan (BSP/PSP) creation.
- Considertaion of managed move

Level 6:
Headteacher
Report
30+

- Supportive Behaviour Strategies:
- Minuted meeting with the Headteacher to address the serious behaviour issues.
- Evaluation of the student's overall well-being and needs.
- Development of a comprehensive PSP/support plan involving multiple stakeholders.
- Possible referral to an alternative educational setting if necessary.

Appendix 3: Behaviour Support Pathway

Pupil:

The following document outlines the interventions and support available to support students with their behaviour.

Intervention	✓	Date(s)	Details/evidence (linked if appropriate)
Stage 1			
Wellbeing Mentor			
Conduct reports			
Counselling			
Behaviour Support Plan (BSP)			
Discussed in Inclusion			
Referred to SEN			
Referral to Educational Psychologist			
Attendance Officer Involvement			
Nurture Group			
Inclusion Panel			
Behaviour Risk Assessment			
Stage 2			
SBSS 1:1 mentoring			
Behaviour Panel			
Learning Support Unit			
Referred to At Risk/Turnaround			

SBSS group work			
Academy 21			
Pastoral Support Plan			
Stage 3			
Offsite/Alternative Provision			
TAF or professionals meeting			
Governors Panel			
Referral to Parent Support Service			
Referral to Educational Welfare Service			
Referral to CAMHS			
Is the pupil known to Social Services?			
Referral to Early Help/MASH			
Is the pupil known to YOS?			
Is the pupil on a Child Protection Plan?			

Appendix 4: Return from Suspension Meeting Form

At Enfield Grammar School, we recognise the importance of supporting students effectively upon their return from suspension. To ensure a smooth reintegration, all students must attend a Return from Suspension Meeting with their parent/carer and a senior member of staff. This meeting provides an opportunity to reflect on the incident, set targets for improvement, and agree on support strategies to help the student move forward positively.

The meeting will cover the following key areas:

- Reason(s) for suspension – A review of the incident and its impact.
- Key discussion points – Pupil reflection, parental input, and school expectations.
- Support agreed – Measures in place to help the student reintegrate successfully.
- Targets set – Specific goals to promote positive behaviour.
- Next steps and review date – Actions to monitor progress and provide ongoing support.
- Meeting attendees – A record of those present, including the pupil, parent/carer, and key staff members.

This structured process ensures that students are given the guidance and support needed to re-engage with their learning and the school community in a positive and productive way.