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# Enfield County School for Girls

Behaviour for Learning Policy

January 2019

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### Introduction

Enfield County School for Girls is a happy and harmonious school where both students and staff feel safe and valued. Behaviour for Learning is embedded in what we do here; we have high expectations of behaviour, uniform and courtesy both in and around school. Our commitment to good behaviour contributes to the very best learning environment for our students and thus provides everyone with the opportunity to achieve the very best outcomes, socially, morally and academically.

Good behaviour, politeness and empathy are important attributes for any young person and by ensuring these qualities are reinforced every day as we provide our students with the necessary tools to be good citizens and fully prepared for adult life. Our strategies for managing students' behaviour are built around our supportive ethos and our outstanding pastoral care as well as from shared values of mutual respect, kindness and community.

### Aims

**The aims of this policy are to:**

- Demonstrate our commitment to encouraging and rewarding good behaviour
- Make clear the roles and responsibilities of staff, students, parents and carers in promoting good behaviour
- Set out our consistent approach to addressing behavioural issues throughout the school
- Provide clarity on the possible rewards and sanctions that may be implemented within the school
- Make clear our ethos of respect for others and to prevent any form of bullying or prejudice within our school community

### Expectations of Students

We make our expectations of behaviour clear to students from the outset. On admission to Enfield County School for Girls all students sign a Home/School Agreement; this agreement creates a partnership between parents and carers and school and provides a clear expectation that we will all work together for the benefit of the students' education.

We ensure clarity for students by making sure rules and a code of conduct are printed in school planners, displayed in form rooms and regularly reinforced by staff through assemblies, form times and reminders.



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### The student agrees to:

- Have excellent attendance, be on time and follow all behaviour codes
- Be polite, considerate and kind to others at all times
- Do all my classwork and homework to the best of my ability
- Always do as requested by teachers and other adults
- Follow all uniform rules and wear my blazer in school and to and from school
- Always have a reading book in school and to make good use of the school library
- Never use my phone in school
- Never use my phone or the internet to send unkind messages, share inappropriate images or material and to manage my screen time sensibly
- Never bring anything dangerous or harmful into school
- Always speak to an adult in school if I am feeling unhappy or unsafe

We believe that these common-sense principles are clear and effective and give a strong message to students about what is required of them in order to be safe, well behaved and achieve their best in school. Alongside these principles are our **Values**. These values have been discussed and agreed between staff and students and underpin the school ethos and the supportive learning environment we have created. These values strongly point to what we as a school are about and they are at the core of the Spiritual, Moral, Social and Cultural care that we provide for our students. They are:

- **Respect**
- **Responsibility**
- **Equality of Opportunity**
- **Co-operation**
- **Generosity of Spirit**

### Behaviour Code in Lessons

Secondary school provides an important part of any student's life: they begin as children but leave as young adults. This transition can sometimes bring challenges and therefore it is necessary to provide more detailed guidance to students on what are acceptable forms of behaviour both in and around school. Good conduct in lessons is essential for good learning and the following code of conduct in lessons has been agreed by students. Therefore, students will:

- Always accept the teacher's authority and follow their instructions without questioning them
- Work with teachers to achieve the highest standards of work and conduct
- Arrive punctually and be ready to start the lesson promptly
- Sit according to the seating plan



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- Be completely quiet when the teacher is speaking
- Work with others and discuss work quietly
- Be focussed on work at all times and not chat about anything else
- Not talk at all when a teacher asks for silence
- Always put up hands to speak aloud in lessons
- Be polite at all times
- Never make negative comments about other students' work or their reading aloud
- Not ask to leave the room during a lesson (there is a special procedure for medical issues)
- Never use a phone, device or phone watch once on school premises
- Never bring anything dangerous, illegal or illicit onto school premises, such as knives, cigarettes, e-cigarettes or drugs

### Behaviour Outside of Lessons

Students conduct around the school buildings and to and from school forms an important part of our school's identity and how students perceive themselves. In order to promote a positive identity and thus a positive attitude to school and learning it is essential that students behave appropriately in corridors and out in the community. Students must always:

- Act as positive ambassadors for the school when off the premises
- Keep calm and quiet
- Be respectful and considerate to all school visitors
- Not congregate in large groups or be loud and disruptive either in or outside school
- Not push or 'push in' queues either in or outside school
- Let the public on the buses first
- Look out for those who are vulnerable and give up your seat on the bus if necessary
- Listen and follow instructions from staff at all times



### Students' Rights

Enfield County School for Girls is a listening school and every member of the school community is respected and has the opportunity to exercise their voice. This sense of democracy is important in establishing a sense of fairness and inclusivity and contributes to our promotion of fundamental British values. Students are able to elect their own representatives on the School Council who meet regularly and are able to consult with staff and implement ideas for discussion. Students also benefit from an 'open door policy' and they can approach staff on curriculum and pastoral matters at any time ensuring they feel safe, supported and empowered to make the most of the environment in which they learn.

#### The school respects the rights of the students to:

- Contribute to the development of the school behaviour policy by involving every student in the consultation process
- Be taught in an environment that is happy, safe and conducive to learning
- Expect appropriate action from the school to tackle any incidents of disruption, violence, threatening behaviour, discrimination or harassment
- Be able to appeal to the Headteacher and Governing Body if they believe the school has exercised its disciplinary authority unreasonably

### Rewards

Enfield County School for Girls understands that encouraging good behaviour, praising achievement and modelling good conduct is the best way to create a positive learning environment. Students' good behaviour is recognised at all times.

When students arrive in year 7 they can acquire 'merits' for good conduct, helpfulness and academic achievement; these merits are recorded in their school planner and students will receive lapel badges when they reach milestones. Throughout their school life here students also receive 'achievement points' these achievement points gain students recognition in school and students will be rewarded in various ways; past rewards have included vouchers, tea parties and hot chocolate mornings.

Postcards are often sent home to inform parents and carers of achievements in lessons or to reward a student who has helped at an event or open evening.

### Sanctions

It is inevitable that transgressions by students will take place at times and therefore it is important that the school is given the autonomy to implement effective and proportional sanctions for poor behaviour. The school will always strive to implement sanctions that give students an opportunity to reflect and take responsibility for their behaviour and thus make reparations for their wrongdoing.

The Governing Body has agreed that the following 'disciplinary penalties' may be used in the school:



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- Removal from the group/class or particular lesson
- Withdrawal of break or lunchtime privileges
- Detention
- Withholding participation in visits or sporting events which are not essential to the curriculum
- Completion of work or extra work
- Carrying out a useful task in the school such as 'litter duty'
- Fixed-term exclusion; and permanent exclusion

**Note:** Staff may keep students for up to 20 minutes after school without giving prior notice to parents/carers and up to the 30 minutes with 24 hours' notice with a green or amber detention slip. Senior Leaders or the Pastoral department may issue detentions of 1 hour for serious transgression or if the student is removed from a lesson following a 'red' warning.

### **Serious Incidents**

There are certain transgressions in school which will warrant more serious consequences, for example behaviour which falls into the category of criminal behaviour or may pose a significant safeguarding risk. Such behaviour may result in an immediate permanent exclusion or a meeting with the governing body disciplinary panel.

Examples of such behaviour likely to incur a permanent exclusion would be:

- Bringing or carrying a knife on school premises
- Bringing or supplying drugs, illicit substances or goods into school
- Distributing or sharing indecent images
- Serious online bullying or malicious activity
- A serious physical assault to another student or a member of staff
- Filming an incident and sharing it on social media

All of the incidents above will also initiate contact with our Safer Schools Police Officer and may result in exclusion.

### **Bullying and Conflict**



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As a school we are especially aware and vigilant about the necessity to be aware of the potential for SEND and vulnerable students to experience bullying and peer on peer abuse and we will monitor and manage all peer conflict with this in mind.

Peer on peer abuse is identified as a safeguarding issue and our safeguarding policy gives detailed information on this.

Here at Enfield County School for Girls co-operation and generosity of spirit are part of our school values and so we take any form of unkindness seriously. Conflict is an unavoidable part of growing up and learning to be good citizens and so we take time to teach students how to treat each other and to foster a sense of empathy and forgiveness.

We will always investigate incidents of unkindness thoroughly and sensitively to ensure we take time to establish the facts. Sanctions are sometimes, though not always appropriate; the desired outcome is to make sure that students no longer experience unkindness or conflict and this is sometimes best done through enabling students to empathise and understand another's point of view and to feel remorse for their actions.

A range of methods are employed when dealing with conflict and these will often depend on the unique circumstances experienced by the students. Mediation, restorative justice or time out may be used to give space to students to express how they are feeling and to help students manage conflict.

Students who are in conflict may sometimes be asked to sign a 'Peer Resolution contract' which sets out clearly expectations of behaviour both in and outside of school and online. Students who do not adhere to the contract may have a sanction.

Parents and carers are asked to communicate concerns about their daughter with school but never to approach other students themselves.

Conflict which escalates to become threatening or physical or repeated unkindness which constitutes bullying – including malicious online communication - will be regarded as serious and could involve the police and may result in exclusion.

### **Reasonable Force**

#### Searching and Confiscation

Occasionally it may be necessary for school to search a student if we have reasonable suspicion that a student may have in their possession something that is illegal, illicit or may cause harm to themselves and others. When carrying out searches or confiscation we refer to Department for Education guidance; 'Searching, screening and confiscation' (January 2018). This guidance sets out the legal and moral principles of searching students and states:

- Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent and when there are reasonable grounds that a student may have a prohibited item





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- School can seize prohibited items
- If a member of staff suspects a student has a prohibited item they can instruct the student to turn out their pockets or to empty their bag and if the student refuses we, the school, can issue a sanction

### **The law says that we can search for:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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, or damage to property
- Any item banned by the school rules

### **Under what circumstances:**

- We must be the same sex as the student being searched; and there must be a witness (also a member of staff) and, if possible, they should be the same sex as the person being searched
- The exception to the rule above is when we might reasonably believe that risk of serious harm will be caused to a person if you do not conduct a search immediately and it is not reasonably practical to summon another member of staff

## **Traffic Light Behaviour System**

In order to support students in managing and taking control of their own behaviour, Enfield County has adopted a 'traffic light' behaviour system. The system makes explicit to students the consequences of certain behaviour as well as giving students the opportunity to improve their behaviour and achieve rewards instead.

The stages of the traffic light system reflect the level of intervention for different behaviour:

- Green (Classroom level) - Behaviour that may prevent a student making a 'go' of her learning such as forgotten equipment or a lack of homework. Green sanctions will be issued by classroom staff, it could be a behaviour point or a short detention.
- Amber (Pastoral or department level) - Behaviour which may be persistent and can impact on a student's or her peer's learning, such as lateness or frequent talking in lessons. Amber sanctions will



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be implemented by Heads or Year or Heads of Department and may result in an Amber detention or contact home.

- Red (Senior Leadership level) - Behaviour that is more serious such as aggression or serious disruption. Red sanctions will be issued by senior staff and may involve outside agencies such as Behaviour Support or could result in an exclusion.
- Classroom teachers will use a verbal warning system to address poor behaviour in the classroom. A first warning is 'green' and will mean students have the opportunity to improve, to settle and to learn effectively in the lesson. If a student does not heed this warning, then a second or 'amber' warning will be issued and teachers will make it clear that this is a final warning. If a student then persists in misbehaving, the student will be considered a serious disruption to the learning environment and the student may be removed from the lesson to work in isolation; this will result in the lesson time being made up after school and a subject department may also issue their own sanction such as the student being put on report or the loss of a privilege.
- The 'Traffic Light' system also makes use of a student's data on their individual behaviour log. The behaviour log is where staff record behaviour and achievement points on a student's profile over an academic year. An accumulation of behaviour points can trigger interventions which may be scaled according to the number of points accrued over a period of time; for example, a student could be put on report or lose a privilege. Similarly, an accumulation of achievement points could trigger a reward such as a postcard or phone call home or an award in assembly.

### Expectations of Staff

Enfield County staff are committed and competent professionals who want the very best for all their students. It is inevitable that at times staff will need to reprimand students and implement sanctions in order to reinforce high expectations of conduct or give a clear message about a wrong doing a student might commit. All staff may carry out sanctions as all staff have responsibility for the well-being of students.

Enfield County staff always consider the individual student and will take time to communicate with students and with Parents and Carers. All members of staff receive Child Protection training and all staff receive training on managing behaviour and the emotional needs of children and young people.

#### Staff will always:

- Support, praise and, as appropriate, reward students' good behaviour
- Ensure they model good behaviour and never denigrate students or colleagues
- Promote positive behaviour through active development of students' social, emotional and moral welfare



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- Keep parents informed of their child's behaviour - good as well as bad - and support and engage with parents where necessary
- Apply sanctions fairly, consistently and proportionately
- Consider whether a student's behaviour gives cause to suspect that a child is suffering, or is likely to suffer, harm. Where this may be the case, the school staff will follow the schools' safeguarding policy
- Consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider if a multi-agency assessment may be necessary.

### **The Role of Parents and Carers**

Enfield County School for Girls works in partnership with Parents and Carers and recognises that the best outcomes are reached for a student when school and home work in collaboration. We respect the rights and responsibilities of Parents and Carers and will always act in the very best interests of students in order to give Parents and Carers the confidence that their daughter is cared for whilst she is at Enfield County and will achieve the very best education to suit her individual needs.

**The Home School Agreement asks Parents to ensure they support their daughter in her time at Enfield County by:**

- Making the school aware of any concerns or problems that might affect their daughter's work or behaviour
- Supporting the school's policies and guidelines for behaviour
- Support their daughter in homework and other opportunities for home learning and get to know about her life at school
- Attend Parents' Evenings and discussions about their daughter's progress
- Support school sanctions (e.g. a detention of up to 20 minutes on any day without prior warning and up to 30 minutes with a note and with 24 hours' notice)

**In addition to this Parents and Carers are asked to ensure:**

- Their daughter has excellent attendance and to never take holidays or days out during school term time
- They support their daughter in being punctual to school
- They send their daughter to school each day in correct uniform; fed, rested and with the correct equipment
- To attend meetings with the Headteacher, or other staff if requested, to discuss their child's behaviour



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- If their daughter is excluded from school that she is not found in a public place during school hours within the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed-period exclusion
- They are vigilant about the threats posed by the internet and social media
- They respond appropriately to staff and other students and never use aggression or confrontational behaviour on or around the school premises.