

# Enfield Grammar School

Founded 1558



## Positive Behaviour Policy and Practice

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

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

The most important rules at Enfield Grammar are as follows:

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

## **Core Values**

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

## **Core Strategies**

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

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

## **Positive Behaviour Policy**

Aims:

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

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

Following set routines and procedures every lesson minimises conflict with students.

This level of consistency by all of us also maximises the emotional well-being of students and creates the right mindset for learning.

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

**Non-negotiables**

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

**Rules for a safe school (corridors/movement between lessons)**

Students and staff apply “STEPS” at Enfield Grammar School:

1. Sir or Miss - every time	2. Thank you - every time	3. Excuse me - every time	4. Please - every time	5. Smile - every time
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Students also observe the following rules:

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

**The Enfield Grammar School Contract**

The Contract outlines the expectations of students and exemplifies the ‘three-way partnership’ between students, parents and the school. It is signed by all students and parents at a meeting with a member staff when joining Enfield Grammar.

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

### **Lateness to school**

All students in Year 7-11 should be in school for the first bell at 8.25am.

Persistent lateness to form time will be reported to Heads of Year.

**All** students missing from form time must sign in at the office and a late detention will be issued.

Students in Years 7&8 will receive a detention for lateness and these detentions will be held in the school day.

Students in Years 9-11 who are late must report to the Student Support Centre at 8.15am the following day. Teachers of students in Period 1 who have been marked absent for tutor time should send the student to the School Office.

Students late to form time will not be able to leave early on Fridays.

### **Lateness to lessons**

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

#### **Persistent Offenders**

**Responsibility: Class teacher/HOD**

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

### **Uniform**

#### **Uniform expectations**

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

SLT/HOY will check uniform at the school gate each morning.

It is essential that Period 3/5 teachers check uniform following break/lunch.

Tutors will check that uniform is correct during registration.

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

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

Non uniform clothing is to be confiscated.

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

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

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

### **Incidents involving prohibited items**

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

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

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

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

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

- Knives or weapons
- Alcohol or tobacco/cigarette papers
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit and offence or cause personal injury to, or damage to the property of any person (including the pupil)

*Headteachers and authorised staff can also search for any item banned by the school rules. (such as energy drinks, sweets and drugs of any category)*

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

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

### **Incidents involving Social Networking**

Incidents of bullying on social networking are taken very seriously by the Safeguarding Team and could result in sanctions such as internal and external exclusions. Where appropriate,

mediation will take place led by members of the Pastoral Team. Parents will be kept informed by the relevant HOY and incidents could result in police involvement.

### **Incidents involving Mobile Phones and headphones**

No smartphones are permitted at Enfield Grammar School. Students are permitted to bring a “brick” mobile phone into School. These phones are the responsibility of the students and must not be seen or heard in School – if they are, they will be confiscated and returned at the end of the week.

Any smartphones seen or heard on or about the person of any Year 7-11 student, whilst commuting to and from School or whilst on either School site, will be confiscated and kept until the last day of half term/term.

Students seen wearing headphones before the start of school and at the end of the school day, may be searched at some point during that day or the following day and if a smartphone is found, the phone will be confiscated.

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

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

## **The Sanctions System**

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

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

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

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

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

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

The sanction system runs in parallel with the reward system.

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

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

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

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

Teachers should aim to meet students outside of the classroom and welcome students into their learning space. The start and end of lessons are consistent and displayed in the classrooms.

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

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

## “S.L.A.N.T” in the classroom

Students “S.L.A.N.T” in every lesson in order to help the students to be ready for learning, promoting respect to teachers and peers.

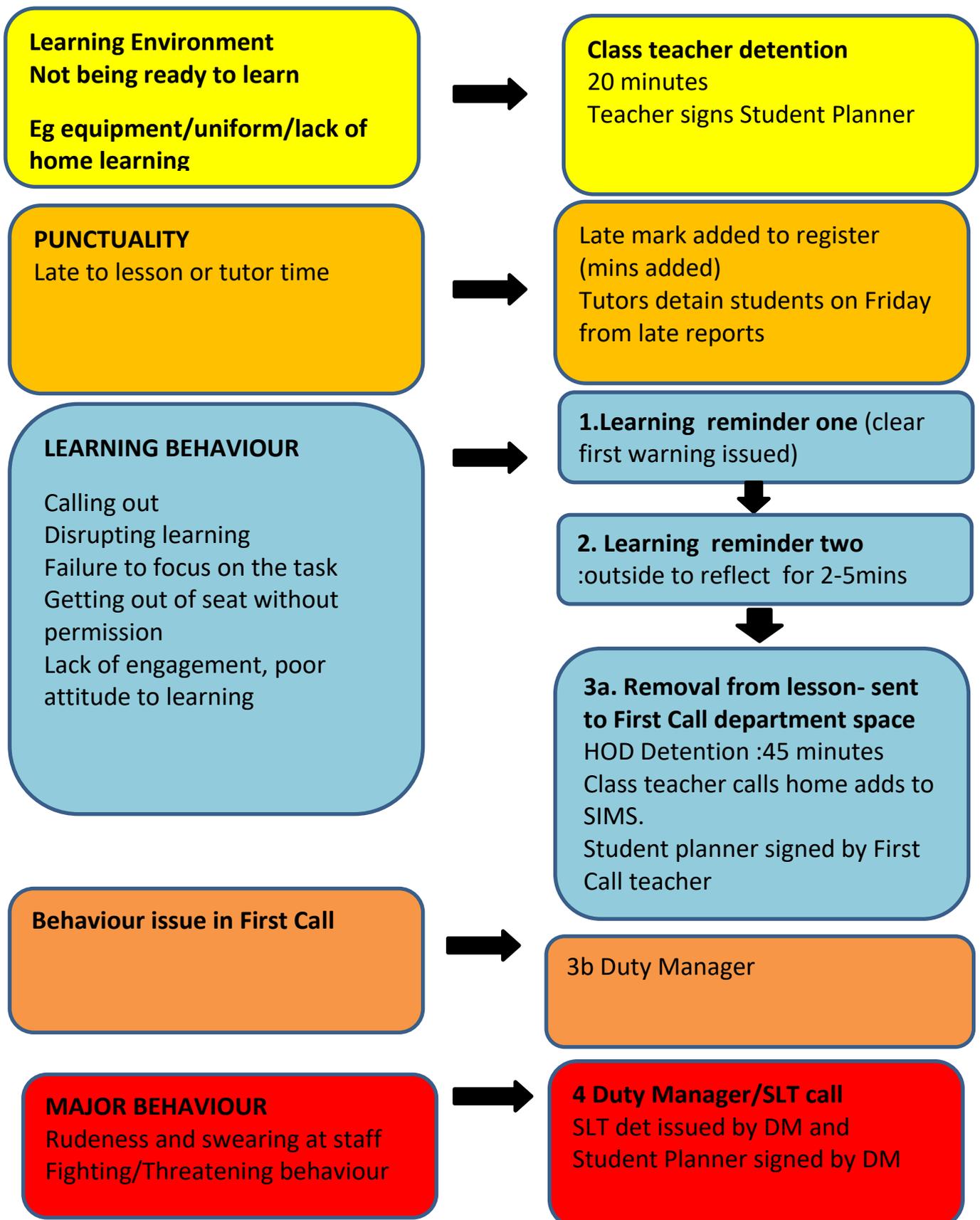
1. Sit up straight	2. Listen carefully	3. Ask and answer questions	4. Never Interrupt	5. Track the teacher
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Students S.L.A.N.T in every lesson. This is a key habit that will students to succeed in school and in life. We believe that when students “S.L.A.N.T”, they learn more, remember more, develop more self-control and demonstrate that they are a polite person who shows respect to their teachers and their classmates. At Enfield Grammar there is mutual respect.

## Matrix of positive behaviour expectations at Enfield Grammar School

	<b>WE ALWAYS.....</b>	<b>IN CLASSROOMS AND LEARNING SPACES WE.....</b>	<b>IN CORRIDORS, PATHWAYS, IN LINE WE.....</b>
<b>WE ARE RESPECTFUL</b>	<p>Greet, speak to and treat each other in a friendly polite way.</p> <p>Show empathy and appreciation</p> <p>Respect personal space</p> <p>Listen and then speak to staff and everyone with the right voice</p>	<p>Respect the right of other students to voice opinions</p> <p>Enter the space respectfully</p> <p>Are on time for lessons so learning is not delayed or interrupted</p> <p>Respect the role of the staff to ensure the best learning can take place</p>	<p>Keep to the left and walk sensibly</p> <p>Respect the privacy of others</p> <p>Use indoor/outdoor voices as appropriate</p>
<b>WE ARE RESPONSIBLE</b>	<p>Follow instructions and rules</p> <p>Wear correct uniform with pride and be well presented.</p> <p>Take care of others and school property and environment</p> <p>Look out for and support each other</p> <p>Be on time for school and lessons</p>	<p>Arrive ready to learn</p> <p>Enter and exit under the instruction of the teacher</p> <p>Get all our equipment out, including planners</p> <p>Hand in home learning on time</p> <p>Sit in the places allocated and stand if a member of staff enters the room</p>	<p>Queue in a safe and patient manner</p> <p>Take a positive stance against bullying and other inappropriate behaviour</p> <p>Represent EGS when in uniform – in and out of school</p> <p>Avoid verbal and any physical altercations and seek staff help</p>
<b>WE ARE LEARNERS</b>	<p>Listen carefully</p> <p>Ask questions when we need help</p> <p>Own our mistakes to help us improve</p> <p>Aim for quality in all we do and take pride what we do</p> <p>Have positive behaviour and attitude and follow S.T.E.P.S.</p>	<p>S.L.A.N.T</p> <p>Sit up straight</p> <p>Listen carefully</p> <p>Ask and answer questions</p> <p>Never interrupt</p> <p>Track the teacher</p>	<p>S.T.E.P.S</p> <p>1. Sir or Miss - every time</p> <p>2. Thank you - every time</p> <p>3. Excuse me - every time</p> <p>4. Please - every time</p> <p>5. Smile - every time</p>

## Enfield Grammar School Behaviour Policy



## **Stages of the Sanctions System**

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

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

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

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

### **Stage 2: Learning reminder 2/stand outside**

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

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

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

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

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

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

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

**The student will immediately receive a department sanction issued in his Student Planner by the First Call teacher. This would be the next available department detention, ensuring no clashes. All detentions issued would be in the Student Planner.**

**The class teacher calls home and adds the detention on to SIMS. This would be the next available department detention, ensuring no clashes.**

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

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

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

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

### **Head of Year Detention**

Heads of Year will run detentions throughout the week.

Heads of Year will share the running of these throughout the week.

The Behaviour Grid for Learning outlines why HOY detentions may be issued but include out of lesson incidents but are all so issued for students who are raising concerns for the HOY in more than one department.

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

On call will be used by teachers in two situations:

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

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

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

Students who are persistently disrupting the learning of others will be identified by analysis of behaviour logs.

These are analysed by HOYs and Departments.

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

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

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

Internal exclusion is an extremely serious sanction.

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

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

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

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

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

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

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

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

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

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

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

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

- Behaviour log
- Attendance record
- Latest interim report
- PSP or BSP documentation (if in place)
- Checklist for intervention
- Readmission papers – which are to be signed

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

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

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

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

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

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

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

### **Permanent Exclusions Protocols**

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

### **Interventions beyond the classroom**

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

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

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

**Pastoral Support Programme (PSP)**

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

**Detentions**

A decision to place a student into detention should only occur once Stages 1 and 2 of the sanctions system have been exhausted. The following table details the detention setting process- all detentions must be recorded in the student’s planner and on SIMS by the teacher and the teacher calls home for department detentions.

Texts will be sent to parents for HOY detentions in addition to the HOY adding the detention to SIMS and student planner.

<b>Subject Teacher Detentions</b>	<b>Tutor Detentions</b>	<b>Department Detentions</b>	<b>HOY Detentions</b>	<b>SLT detentions</b>
<b>20 mins Break/lunch/after school</b>	<b>Detained on Friday 3.15pm</b>	<b>45 mins Nominated day</b>	<b>45 minutes M/W/Th 3.40pm</b>	<b>90 mins Friday 3.40pm</b>

**SLT Detention**

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

It is Important that the detail of the conversation or a copy of the letter are saved on SIMS This is a one and a half hour detention served on Friday.

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

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

<b>A HOD can refer a student to SLT detention when:</b>	<b>A HOY can refer a student to SLT detention when:</b>
Department On Call has been used <b>twice</b> in a half term for a student.  Second missed HOD detention	Major Behaviour issue  Missed HOY detention  Persistent uniform offenders/lateness  Irresponsible behaviour at break and lunchtime  Lack of respect for school environment

**PROCESS OF RUNNING THE DETENTIONS**

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

**Duty Manager**

The Duty Manager or SLT called should log the initial incident as major behavior on SIMS detailing what happened and what action has been taken within the department.

**Who is responsible for action/follow up taken as a result of on-call?**

If the incident does not warrant an internal or external exclusion, then an SLT or HOY detentions is issued by the DM if appropriate.

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

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

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

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

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

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

### **Rewards at Enfield Grammar**

Daily/Weekly/Termly Awards may well include:

- Early finish for students with 100% attendance and positive behaviour all week – shown via conduct card and behaviour log.
- Students receive a stamp in their planner for achievements in class awards.
- Weekly prize draw by staff in assembly.
- Termly prize draw for bigger prize for positive behaviours.
- Forms with the best attendance and punctuality have Golden Lunch pass for the following week: they can queue first when it is their year group.
- A league table of tutor group merits.
- Head Teacher's Tea: Heads of Year nominate students (one per week) to meet with the Head Teacher for light refreshments on Friday P5.
- Heads of Year and Form Tutor student of the week.

### **Achievement Points**

The students collect merit stamps in their planners – they are each worth 5 achievement points.

Students share these with their tutor and parents.

The table below shows the different levels to achieve – boys are to wear their badges on their school blazer.

Additional achievement points are given for a range of reasons such as student of the week, subject nominations, representing the school and community support.

Subject Nominations Winners at the end of each term will also be presented with a badge to wear on your school blazer.

Rewards events and trips will be organised – achievement points will be used to pick places!

Bronze Merit Certificate	250 achievement points
Silver Merit Certificate	500 achievement points
Gold Merit Certificate	750 achievement points
Bronze Merit Badge	1000 achievement points
Silver Merit Badge	1500 achievement points
Gold Merit Badge	2000 achievement points

## **House System**

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

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