

## **BEHAVIOUR AND EXCLUSIONS POLICY**

Version 4.0

Review by People Committee:	16 May 2019
Adopted by Governing Body:	03 June 2019
Next Full Review Due:	Summer 2023

Reviewer:	L Coffill
Governor Link:	Chair of People

# BEHAVIOUR POLICY

East Barnet School, Chestnut Grove, East Barnet, EN4 8PU

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## A. Statement of Principle

East Barnet School's Behaviour Policy is founded on the principle that all members of the school community are equal and are entitled to work, learn and develop in a safe, supportive and disruption free environment where they will be treated with respect, tolerance and understanding. The ethos of the school is expressed clearly in the school's mission statement which underpins all the policies and practices within the school.

## B. Aims

The central theme of this policy is to encourage self-discipline and develop self-esteem and respect for all. Clarity and consistency of expectation along with the use of rewards and sanctions are the means by which we cultivate and achieve an environment and a community where all within it understand and uphold East Barnet School's values.

The Whole School Behaviour Policy aims to:

- Reflect the values expressed in East Barnet School's mission statement.
- Make the Code of Behaviour clear to all. (Appendix 1).
- Set out the framework for rewarding positive behaviour, achievement and progress (Rewards System appendix 2)
- Set out the pathway and procedures/sanctions to be applied should behaviour become a cause for concern (Referral Pathway appendix 4 and Sanctions System appendix 3)
- Ensure that the school is a safe and supportive environment for all.
- Ensure that all members of the school community are shown respect and show respect to each other.
- Encourage and foster a positive approach to behaviour by modelling, praising and rewarding good behaviour.
- Ensure that where behaviour falls short of acceptable standards, procedures are followed, sanctions are applied fairly and consistently and appropriate support is given to students.

As a community, we recognise that this policy must apply to the behaviour of all its members whether teaching staff, support staff, students, parents and visitors. It is only by example that we can teach and demand high standards of behaviour from those whose education is our responsibility.

We also recognise that the success of this policy depends on the full support of parents/carers. To this end, the Home-School Agreement outlines the expectations of the school and is endorsed by parents/carers and students as a sign of their commitment to East Barnet School.

## **Code of Behaviour**

## **Appendix 1**

At East Barnet School we believe in showing respect for:

- Our own learning and the learning of others
- People as individuals
- People in positions of authority
- Property which belongs to individuals and to the community as a whole
- The school buildings and the environment in which we work, eat and play
- The accepted dress code of the school
- The good name of the school
- The rules of our community

## The Rewards System To be reviewed Summer term 2019

### The role of rewards in recognising and promoting good behaviour and achievement

At East Barnet School we believe that good behaviour and achievement as exemplified in our “I *Want* to Learn” culture, is best promoted and developed by drawing attention to and rewarding those students who reflect the school’s ethos. Praise, positive recognition and celebration of achievement, in all its forms, should be used as fully as possible.

We aim to recognise and encourage positive attitudes towards: academic achievement in the Arts, Sciences and Technologies; significant contributions to both the school and local community; acts which contribute and enhance the experience and learning of others; personal achievement and exemplary attendance and punctuality records.

All teachers recognise effort and achievement of students through verbal praise and supportive written comments when assessing work. In addition, recognition can also take a variety of forms including: merit stamps; letters home; the awarding of badges and certificates; celebration assemblies and semi-permanent displays around the school that recognise and celebrate achievement in its many forms.

### The Rewards Ladder

The school operates a 7-stage ‘Rewards Ladder’ at Key Stage 3. Students begin the ‘Reward Journey’ at Stage 1. If a student achieves Stage 7 within an academic year, they return to Stage 1. Students may carry forward merits from one year to the next and enter the Rewards Ladder at the point they achieved in the previous year.

**Stage 1 – MERIT STAMP** recorded in student diary, awarded for an excellent piece of work or positive contribution to the school community.

These are awarded by subject teachers, Form Tutors, Heads of Year or support staff.

**Stage 2 – SCHOOL COMMENDATION CERTIFICATE** (worth an additional 3 merits to the recipient) is generated as a result of achieving 10 merits or as a “stand alone” award in recognition of an outstanding piece of work.

Issued with certificate in Year Assembly.

**Stage 3 – BRONZE AWARD** for 30 merits.

Issued with certificate and blazer badge in assembly.

**Stage 4 – SILVER AWARD** for 60 merits.

Issued with certificate and blazer badge in assembly.

**Stage 5 – GOLD AWARD** for 150 merits.

Issued with certificate and blazer badge in assembly.

**Stage 6 – PLATINUM AWARD** for 250 merits.

Issued with certificate and blazer badge in assembly.

**Stage 7 – GOVERNORS’ EXCEPTIONAL ACHIEVEMENT AWARD** for 350 merits. Presented in assembly by a school Governor.

The school operates a 4-stage 'Rewards Ladder' at Key Stage 4. Students begin the 'Reward Journey' at Stage 1. If a student achieves Stage 4 within an academic year, they return to Stage 1. Students may carry forward credits from one year to the next and enter the Rewards Ladder at the point they achieved in the previous year.

**Stage 1 – CREDIT STAMP** recorded in student diary, awarded for an excellent piece of work or positive contribution to the school community. Credits can awarded by any member of staff.

**Stage 2 – 20 credits.** Once a student has been awarded 20 credits they can choose to arrange a lunchtime 'Come Dine with Me' with friends who have also gained 20 credits. The experience can include a DVD or music. However, they do NOT need to cash in their credits for the CDWM experience. They can keep them and carry on to the next award.

**Issued with certificate in Year Assembly.**

**Stage 3 – 60 Credits.** Entitles students to cash their credits in for a £5 voucher of their choice for Amazon, iTunes or Game.

**Issued with certificate and blazer badge in assembly.**

**Stage 4 – 90 Credits.** Once a student has completed the Credit Board, they can 'cash in' their 90 credits for the Grand Draw at the end of the academic year. There will be a valuable and exciting prize for the winner.

**Credits cannot be carried over into Year 11 once you have entered the prize draw.**

## **Sixth Form**

During Post-16 education, students receive certificates for outstanding work in their role as leaders.

During Sixth Form assemblies, the 'Freddo Frog Award' is given out to students nominated for outstanding work from their classroom teachers or for outstanding contributions to school life.

Letters of recognition and assembly presentations.

## **Recognising Attendance: The "100% Club"**

A Letter of Recognition will be issued to all students whose attendance has been exemplary or who have exceeded or met the school attendance target. For students who complete a term with no absence, a certificate and a '100%' badge will be awarded in recognition of excellent attendance.

For one term's 100% attendance - A Bronze Award

For two term's 100% attendance - A Silver Award

For three term's 100% attendance - A Gold Award

The awards do not depend on concurrent 100% attendance but will build on the previous award.

Students achieving outstanding attendance are recognised in a display at the front of the school.

There will also be a termly raffle for students who have achieved 100% attendance over the whole term.

## **Recognising Consistent Effort**

Praise Postcards will be issued by faculties and posted to parents/carers where students' efforts/achievements have been particularly noteworthy or sustained.

## **Additional Awards**

At the end of each academic year, there are achievement assemblies for each year group in school.

In Years 7, 8 and 9, each department awards certificates for outstanding contribution and outstanding progress. One boy and one girl for each certificate.

In Year 10, one boy and one girl are nominated for a Commitment to Achieve certificate for each subject.

In Year 12, one student is nominated for each subject for a Commitment to Achieve certificate.

Each form group has one boy and one girl nominated for the Form Tutor Award.

Each year group has one boy and one girl nominated for the Head of Year Award.

## **EBS Awards**

Each year there is an evening to celebrate the achievement of the most outstanding students. The awards include:

- Faculty nominations of one boy and one girl for both commendation and trophy awards.
- Key Stage 3 achievement
- Key Stage 4 achievement
- Key Stage 5 achievement
- Governors' Award
- Community Award
- Head Teacher's Award

## **"Do The Right Thing" Community Award**

Students can be nominated for a DTRT award by any member of the teaching or non-teaching staff in recognition of a student's positive contribution towards the community, or for a 'one off' act of kindness or community spirit which engenders the school's supportive ethos. The nominated student will receive a unique "**Do The Right Thing**" badge and a certificate that will be awarded in a year or whole school assembly.

## **The Jack Petchey Award**

Students can be nominated by any member of the school community in recognition of outstanding achievement in any aspect of school life. Winners receive a framed certificate and a cheque for £200 to spend on any area of the school.

## The Sanctions System

### **The principles and processes of the Sanctions Ladder for managing and modifying unacceptable behaviour:**

There are a number of strategies which can be used to manage unacceptable behaviour. Sanctions are most effective when they are applied consistently, fairly and calmly so that students recognise and understand why the sanction is being applied. A student should not be given the same sanction repeatedly. If a student does not respond or comply with a particular sanction, then alternative methods of support and referral will be explored.

Punishments or reprimands that demean a student are not acceptable.

Community Service detentions should be considered as an alternative to a class based detention where appropriate.

All incidents resulting in a sanction should be recorded on the Behaviour Tracking System (BTS) and an incident form which is passed along the communication chain between teacher, Head of faculty (HOF), Head of year (HOY), and, where necessary, Associate Deputy Head Teacher (ADHT).

All teachers have a professional duty to address poor/unacceptable behaviour whether it occurs within a classroom or around the school.

All teachers are 'planning for success' to help ensure classrooms are positive and disruption free environments. Students are loaned equipment in the morning if they forget items to ensure the start of the lesson is positive and staff will consider seating plans and differentiated activities to encourage successful outcomes.

### In Lesson Behaviour- Disruptive Free Learning

On a lesson by lesson basis, students will have one simple choice, to either be in class working hard and progressing with their learning or to be internally excluded for one day so that the learning of others is not disrupted.

### Conduct in lessons

- Arrive to lessons on time, fully equipped and in good uniform.
- Enter the classroom room calmly and quietly
- Complete the starter task in silence
- Listen in silence whilst the member of staff leading the lesson speaks
- Listen in silence whilst any other student contributes an idea or answer
- Raise their hand to ask a question without calling out
- Work exceptionally hard and follow all instructions without disrupting any other student learning.

If a student fails to meet any of these simple expectations their name will be written on the whiteboard by way of a first warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board. The second time during a lesson that a student fails to meet these expectations they will be given a final warning and reminded of the expectations. If these expectations are not met for a third time, the student will be sent to the IEC (Internal exclusion Centre) for a period of one working day. Failure or refusal to go to the IEC will result in a one day fixed term exclusion.

If a student is sent to the IEC, the member of staff who sent the student out will meet with the student at the end of the day for a 'Restorative Conversation' where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place students sent to the IEC will be required to remain in school until 4.00pm that day.

### **Students who have an Educational Health and Care Plan**

Students who have an Educational Health Care Plan or an identified additional need (s) will also be expected to follow the behaviour policy.

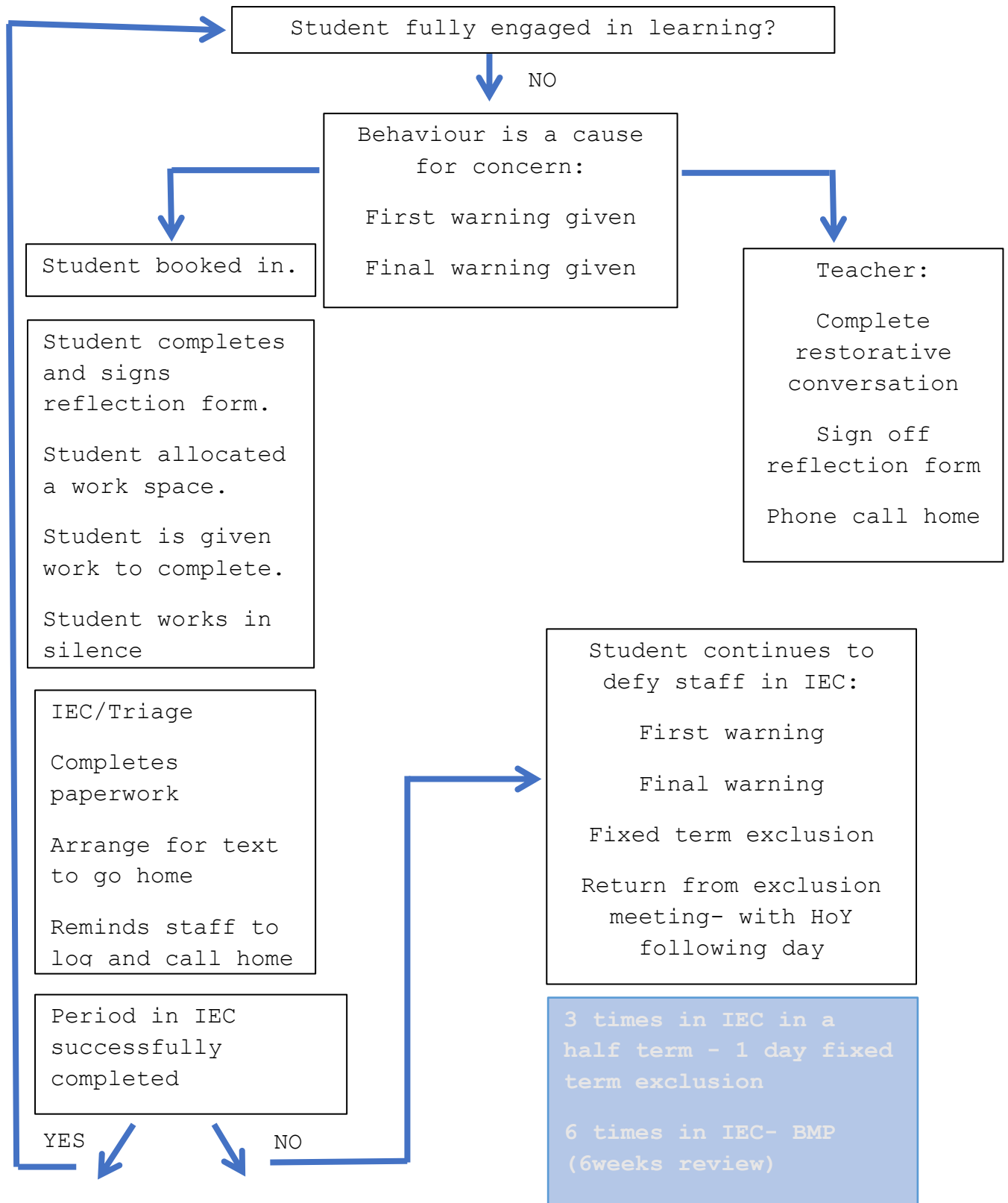
However, reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Examples of reasonable adjustments include:

- A shorter period of time out of lessons
- Being supported with 1:1 support within the AEN department/PDC staff rather than being placed in the IEC
- Group sessions and story boards to reflect on the incidents

Staff can refer to the SEND register and individual education plans (IEP) for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SENCO



# Disruption Free Learning Flow Chart



## **Out of lesson behaviour**

### **Behaviour in corridors and around the site.**

During transitions between lessons (going from one lesson to another) students should act sensibly and safely, that means no running through or loitering in corridors. To avoid congestion, we encourage students to walk on the left and use the side stairwells.

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence.

During break and lunch times students are expected to do the following:

1. To sit/stand with their friends in the designated areas of the school.
2. Food is to be eaten in the designated areas only; such as the canteen.

As with classroom conduct, students will be given a first and final warning by duty staff if they are not following these rules. If a third warning is given then the student will be placed in the IEC for their break and lunchtime.

### **The Journey to and from Home:**

Students should demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school and their safety is paramount.

#### **Students should:**

1. Arrive at school and leave school in full uniform.
2. Use the traffic lights crossings where possible to cross the road safely.
3. Use the cycle lanes/pedestrian zones safely.
4. Take any litter home and dispose of it properly.
5. Respect our neighbours and all local residents.

### **Mobile Communication Devices (Phones/Tablets)**

These devices are not banned from school as we recognise that they may be needed for the journey to and from school each day. Having arrived on the school premises however, all phones and devices will need to be switched off and kept out of sight.

- If a phone/tablet is seen or heard during lesson time or around the school, it will be confiscated and the student will need to get a note from their Head of Year in order to collect it at the end of the day.

- The same applies to headphones. Headphones are not to be worn around the neck. They should be placed in bags during the school day.
- If a student refuses to hand their phone over, they will be given a first and final warning before being sent to the IEC for a period of one working day
- Refusal to go to the IEC will result in a one day fixed term exclusion.
- If a student's mobile phone is confiscated 3 times in a half term, it will be locked in the school safe until a parent/guardian can collect.

## **Smoking**

Smoking will not be tolerated on East Barnet School grounds or when dressed in the uniform of our school. If a student smokes or chooses to associate with smokers the consequences will be as outlined below:

- Smoking/associating with smokers/ being found in the possession of smoking paraphernalia will lead to a fixed term exclusion and a referral to WDP/YPDAS
- Refusal to hand over smoking paraphernalia when asked by a staff member will lead to a further fixed term exclusion.
- All tobacco and related paraphernalia will be destroyed [*Note: 'Smoking' is defined to include any tobacco based products and also e-cigarettes and vaping products*]

## **Zero Tolerance**

There are some behaviours that cannot be tolerated. If a student demonstrates these types of behaviour, it is highly likely that they will be permanently excluded from our school. An indicative but non exhaustive list would include:

- Bringing recreational drugs into school with an intent to supply/share/sell
- Possession or use of a weapon of any sort including pen knives and BB guns
- Persistent bullying
- Persistent disruption of lessons
- A physical assault of a member of staff
- Taking and use of school property, including tools and chemicals, as a weapon or in a manner likely to cause harm.

## The Sanctions Ladder

The school operates a Sanctions Ladder. It is expected that contact between school and parents/carers will be made where it is judged to be appropriate or legally necessary. If a student needs to be detained for more than 15 minutes then parents will be contacted

*Depending on the misbehaviour or incident, a student will not necessarily move through each of the 10 stages.*

### **Stage One: First Warning issued**

**Stage Two: Final warning issued** for repeated final warnings (x2) in a day or a 'one-off' inappropriate incident a detention until 4pm on that day (parent/guardian informed by text)

**Stage Three: IEC - Student removed from lesson** for persistently poor behaviour that disrupts the learning of others. This will result in parents/carers being contacted and a period of time in the IEC for the student. **A Restorative Conversation will happen during this time.**

**Stage Four: Subject or HoY report:** issued to monitor behaviour/conduct of student. Duration determined by student improvement/HOF+HOY judgement.

**Stage Five: DOS/Senior Leadership Team (SLT) Detention** – DOS/SLT Report may be issued. Meeting with parents and student considered.

**Stage Six:** - early intervention/PDC (Personalised Development Centre) involvement considered.

**Stage Seven: Fixed Term Exclusion (FTE),** return from exclusion meeting with parents/carers. After more than one FTE, then a Behaviour Management Plan (BMP) will be implemented a referral for Early Help will be considered, as well as Personalised Development Centre involvement. Conditions of return agreed and recorded.

**Stage Eight: Off-site Education.** Student educated away from school at a partnership 'school' including the Meadway. Meeting with student and parents/carers upon return.

**Stage Nine: Governor's Disciplinary Panel.** Panel of Governors meet parents and student to draw up agreement and discuss issues, a managed Move may be considered at this point.

**Stage Ten: Permanent Exclusion.**

## Exclusions

At East Barnet School we believe that learning is the most important reason for being in school and that opportunities to learn must be protected at all times. An exclusion from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to exclude for either a fixed-term or in rare cases, permanently, is not taken lightly. **Reasonable adjustments are considered before a Looked After Child (LAC) or a child with an EHCP receives an exclusion. The DSL / Designated Teacher are consulted and their advice sought before a decision is taken.**

The East Barnet School policy is written in line with the DfE Guidance on Exclusions and considers other policies including : Anti-Bullying, Safeguarding, SEND, Equality

### **When considering an exclusion, East Barnet School will:**

View exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.

Consider the detrimental impact of exclusion on both the education and well-being of students and their families as well as recognising the impact of social exclusion which can result from the permanent exclusion of a student and will try hard to avoid it.

Only consider permanent exclusion where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.

Take account of the Equality Act and of our duty not to discriminate against students for any reason/against the protected characteristics.

Take into account our statutory duties in relation to SEND / LAC

Involve parents as early as possible in any process.

## The decision to exclude

The decision to exclude is made solely by the Headteacher, or the Associate Deputy Headteacher acting on the Headteacher's behalf. The decision to exclude is not taken lightly and the Headteacher or Associate Deputy Headteacher will:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations.
- Allow and encourage the student to give their version of events.
- Keep a written record of the actions taken including the signed statements of witnesses.
- Ensure S.E.N. expert advice has been taken into account where appropriate.
- Ensure that parents have been kept informed throughout the process and consulted where appropriate.

The burden of proof applied when deciding to exclude is done on the 'balance of probabilities'. That is, it is more likely than not that a fact/account/evidence is true.

Once the decision has been made to exclude, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection.

## Fixed Term Exclusion

- **Up to 5 days in one term**
- **More than 5 days and up to 15 days in one term**

The decision to exclude a student for a fixed-term may be taken in response to breaches of this behaviour policy

Examples of behaviour that **may** lead, but are not exhaustive, to a fixed-term exclusion include the following:

- Verbal abuse of staff or students.
- Physical abuse of staff or students.
- Indecent behaviour.
- Damage to property.
- Theft.
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Carrying an illegal substance.
- Arson.
- Persistent poor behaviour contrary to acceptable behaviour outlined in the School's Behavior Policy.
- Bullying, including cyber-bullying.

The Headteacher may exclude a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year. For an exclusion that is permanent or would

mean a student being excluded for more than 5 school days in a term, missing 10 lunchtimes or missing a public exam, the Headteacher must without delay notify the following by an email:

- The LA, giving the duration of and reasons for the exclusion; and for a permanent exclusion, the student's home LA if different.

During a fixed term exclusion of 5 or fewer days, work will be set by the School for the student to complete at home. This work should be returned completed at the end of the exclusion for marking. For an exclusion of longer than 5 days, the School will arrange fulltime educational provision from the sixth day of exclusion.

Before the end of any fixed-term exclusion, parents / carers will be invited to attend a reintegration/re-admittance meeting at the school with their son/daughter in full school uniform. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The School will consider all further support needed to help the student, including referral to external agencies if appropriate. The student will also spend a period of time on report to support their reintegration.

During the first five days of any exclusion, the parents of an excluded student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

### **Permanent Exclusion**

Permanent exclusion is an extremely rare sanction at the School and always avoided wherever possible. The decision to permanently exclude is taken only:

- in response to serious breaches of the School's behaviour policy and
- if allowing the student to remain would seriously harm the education or welfare of that student or others at the School.

A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the School has exhausted all available strategies for dealing with the student and is a last resort.

There may be exceptional circumstances where, in the judgement of the Headteacher it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another student or member of staff.

- b) Sexual abuse or assault.
- c) Serious bullying including cyber-bullying.
- d) Supplying/sharing/selling an illegal substance.
- e) Carrying an offensive weapon.

Again, this is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

### **Governors' Exclusions Committee**

The Governors have the responsibility for reviewing decisions made in relation to exclusions.

The Exclusions Committee of the Governing Body will automatically review any exclusion which results in a student being excluded for more than 15 school days in any one term, and any permanent exclusion.

Parents / carers have the right to make representations to the governing body about a decision to exclude, and where an exclusion would mean a student being excluded for more than 5 school days in a term they may request reinstatement of the student. The representations should be made in writing and should set out the question(s) which they wish the committee to consider.' *See DfE Guidance (2017) for full details.*

The Committee may decline to reinstate the student; or direct reinstatement of the student immediately or on a particular date.

The parent / carer will be informed of the committee's decision writing, with reasons.

If the exclusion is upheld, the parent /carer has the right to ask for a review by an Independent Review Panel .

### **Out of School Behaviour**

Our exclusion and behaviour policy covers behaviour not only within school but outside of school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- Taking part in any school-organised or school-related activity, or travelling to or from school and wearing our school uniform, or in some other way identifiable as a East Barnet School Student.

Or for behaviour which at any time;

- Could have repercussions for the orderly running of the school, or



- Poses a threat to another student or member of the public, or could adversely affect the reputation of the school.

### **Additional support**

Disruptive behaviour can be an indication of unmet needs. Where we have concerns about a student's behaviour we will attempt to offer support and intervene early in order to reduce the need for subsequent exclusions.

Examples of support that may be explored include:

Mindfulness

Counselling

Referral to Early Help/Universal services

Referral to MASH

Careers Interview/Advice

Referral to WDP/YPDAS

Equine therapy

Lego therapy

Staff mentor

Peer mentor

Referral to CAMHS

Educational Psychologist assessment

Respite at alternative setting

## Uniform

### For all students the uniform is:

- A school blazer and school tie.
- Plain white work-style shirt or blouse – long- or short-sleeved.
- Either tailored black trousers, or the school skirt (only the skirt approved by the school and provided by our uniform supplier). Trousers should be plain black and tailored. No “fashion” extremes will be tolerated (tight, stretchy, low rise, chinos, jeans, drainpipe, Miss Sixty, linen, leggings or cropped).
- Plain black shoes – these should be of a material that can be polished. No canvas shoes, suede shoes or trainers.
- A v-necked black jumper optional and can be worn under the blazer, but not instead of a blazer.
- Plain black socks. Tights should be plain black and not patterned.
- During cold/wet weather, students are encouraged to wear an outside, waterproof coat for the journey to and from school and during break time and lunchtime. Please note that denim / leather jackets and hoodies are NOT permitted.

### The following expectations apply to all students:

#### Jewellery:

The only jewellery which is acceptable is a wrist watch and one pair of small stud earrings worn in the earlobes. Any other form of jewellery is not allowed including facial piercings of any kind. Students will be asked to remove any other piercings if they are visible. Failure to do so will result in the student spending their break and lunchtime in the IEC.

#### Hair:

No extreme hairstyle or dyed hair beyond the range of natural colours is allowed. Students arriving in school with an unacceptable hairstyle will be sent to the IEC. Male and female students with long hair must tie it back for PE, Technology and Science lessons.

#### Make-Up:

No make-up of any kind should be worn by students. This includes foundation, lipstick, lip-gloss, mascara, blusher, eye shadow, eyeliner, brow liner and nail varnish (including false nails and false eyelashes). Students arriving in school wearing makeup, nail varnish or false nails will be asked to remove it. Failure to do so will result in the student being sent to the IEC.

#### Aerosols:

For health and safety reasons, aerosols (including but not limited to deodorants, hairsprays, body sprays and aftershaves) are not to be used in school.

## The Role of Restorative Justice (RJ)

All members of the school community are encouraged to use a 'restorative' approach when dealing with **any** issue concerning poor behaviour.

Where necessary an "RJ" meeting will be organised between the teacher and the student in order to repair and re-build that relationship so that the student can return to that lesson in a positive way. The use of Restorative Justice **does not** preclude the use of sanctions where appropriate.

If there has been a serious incident between students, for example bullying or fighting, then a restorative meeting between the parties involved will be used to move the situation on in a positive climate of mutual understanding. These meetings will form an integral part of the rebuilding process. Where it is deemed appropriate, parents or advocates may well be invited to such a meeting to help support a positive outcome.

Where deemed necessary, the school will organise a full **Restorative Conference** in order to address a major issue of conflict. A conference will require the attendance of parents or advocates.

## **Sixth Form Sanctions Ladder – Referral Ladder**

Where patterns of poor attendance, punctuality or poor behaviour exist, or where poor effort is consistently demonstrated when completing classwork, coursework or homework, the sixth form operates a referral ladder.

Stage One: Teacher review. Conversation with student, phone call home. Intervention noted on behaviour tracking system, Form Tutor made aware and discusses in mentoring session.

Stage Two: HOD/ Key Stage Coordinator Review: HOD/KS to meet with student and set SMART Targets. Targets to be reviewed after an agreed period (3 weeks suggested).

Letter to parent/carer including SMART targets copied to HOY and HOF. Intervention noted on behaviour tracking system. FT continues to discuss in mentoring sessions

Stage Three: HOF review. HOF to have meeting with parent/carer to set further targets, to be reviewed after agreed period (suggested 3 weeks). Classroom teacher to monitor progress. Intervention noted on behaviour tracking system.

HOY to have weekly meetings with student and to maintain contact with parent/carer

Stage Four: In consultation with HOY, HOF, Head of Sixth Form, the student is removed from the subject. Depending on the time of year student may complete terminal exams in other subjects.

(In extenuating circumstances targets may be reviewed again at this point)

Stage Five: If student is progressing through the referral pathway in more than one subject, the Head of Sixth Form will call a meeting with parent/carer to remind the student that their place in Sixth Form will be in question if they are not left with a viable course to follow. Careers advisor will be consulted.

## **Behaviour Tracking System**

The behaviour tracking system should be used to record both positive and negative behaviours that either result in a reward or a sanction.

Recording of information is required for later referrals.

Interventions carried out by both pastoral and academic staff should also be recorded on the system, including reports, HoF/HoY detention, BMPs, and Governor's Disciplinary Panel Meetings.

The information stored is for the use of all staff. Heads of Department (HOD), Heads of Faculty (HOF) and Heads of Year (HOY) can use this information to identify students who may require intervention.

Data for the current year is stored on ePortal. Data for previous years is available on CMIS. This data is also stored on a spreadsheet in a secure area for middle management to use.

## **Use of Personalised Development Centre (PDC)**

The PDC staff take on a number of roles within the school. The aim of the PDC is to help students struggling to cope at East Barnet School, including issues such as behaviour, friendship problems and organisational skills.

Students are referred to the PDC by the HOY for either a 6-week programme of help or for on-going mentoring sessions.

Staff in the PDC take a proactive approach to spot students which may need help in school, including undertaking observations of Year 7 classes to identify students that may be having difficulties.

PDC staff will carry out targeted intervention with students which have been placed in the IEC on two or more occasions per half term.

Staff members in the PDC are trained to carry out restorative meetings.

The PDC is the point of contact for a number of outside agencies, including the police.