



Enfield County School for Girls

Inclusion and Relationships Policy

Respect, Responsibility, Co-operation, Equality and Generosity of Spirit

September 2022

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Inclusion and Relationships Policy

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.

Our Inclusion and Relationships Policy is rooted in our core school values namely, Respect, Responsibility, Co-operation, Equality and Generosity.

We intend all conversations (regarding behaviour) between staff and students to be based around one or more of these values and that students and staff share a consistent common language when discussing behaviour.

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
- To ensure that all students are shown respect and to promote positive relationships for learning.
- Respect diversity and ensure equitable treatment.
- Adopt the principles and practice of restorative practice.



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 that our Inclusion and Relationships values are displayed in form rooms and regularly reinforced by staff through assemblies, form times and reminders.

The student agrees to:

- Have excellent attendance, be on time and be committed to following our expectations for exemplary behaviour.
- 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.



Inclusion and Relationships Values 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 behaviour values in lessons have been agreed by staff and 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
- 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

Form time and lesson routines

Students will:

- Remove their coats on entering the building and ensure their blazer is on before each lesson.
- Stand behind their chairs and wait to be welcomed/seated at start of lesson
- Stand behind their chairs at the end of the lesson and wait to be dismissed by the member of staff at the correct time and in an orderly fashion.



Behaviour Outside of Lessons

Students conduct around the school buildings, 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

Student Voice

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 apply to be part of the 'House Team who meet regularly and are able to consult with staff and implement ideas for discussion. The House Team also facilitate student voice within the school. 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.

Throughout their school life here students 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.

Students also receive 'House' points which will result in there being one overall winning house each half term and students in this house will also receive a reward.

Achievement assemblies are held at the end of each term to celebrate the achievements of all students. Students are rewarded for attendance, punctuality, achievement in lessons and progress in lessons.

Students may also receive a form tutor/ or Progress and Achievement Leader reward.

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. In the same way that students receive achievement points, for incidents of poor behaviour students will receive 'behaviour points'.

Behaviour points are monitored by the Progress and Achievement Leader and the Deputy Headteacher for Behaviour and Attitudes every week.

Where there are concerns regarding behaviour, attendance or punctuality a student will be put on report to either their form tutor, Progress and Achievement Leader or SLT, in order for this to be monitored.

If a student reaches a concerning number of behaviour points in any one term or during the course of a year then the school may put in place support for the student in order to help them modify their behaviour. This support may include one of the following:

- Referral to Behaviour Support Service
- Student placed on a Pastoral Support Plan
- Referral to the SENDCo for an assessment of their needs
- Referral to an off site provision for a short period of time.



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- Recommended for a Managed Move
- Internal isolation
- Internal suspension
- Suspension
- Permanent Exclusion

The school will review all students who are referred for additional support at least half-termly in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with which the school has contact (e.g. CAMHS, Social Care, educational psychologist, specialist behaviour support).

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

- Removal from the group/class or particular lesson for 1 lesson or longer
- 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'
- Suspension; 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 60 minutes with 24 hours' notice for a Head of Department, Progress and Achievement Leader or Senior Leader detention.

Internal Isolation

Students can be removed for a lesson/ part of a day or longer and isolated. This decision will be taken by the Deputy Headteacher. A student may also be isolated internally to either RA or HW as applicable. Parents will be informed however this may not be until after the incident has been investigated.

Internal Suspension

For more serious incidents students may be formally suspended to either RA or HW as applicable for a period of time. This will follow consultation with the Headteacher, and will result in the student having a record of this



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placed on their file and parents will be required to attend a meeting following the internal suspension with the Deputy Headteacher

Serious Incidents (to be read alongside the exclusions policy)

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
- Attending school under the influence of drugs or illicit substances
- 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 suspension or exclusion.

Drugs

Drugs pose an extreme risk to the safety and well-being of all students and so we take seriously any form of drugs misuse in school. Whilst we always seek support and guidance for an individual who may be using drugs this will not alter our position in sanctioning drug use to protect the wider school community.

We define drugs as illegal (or recreational) drugs or controlled drugs which are only dispensed by medical professionals. The obtaining of drugs puts students at huge risk; drugs bought online have unknown origins and buying drugs in person makes students vulnerable to criminal exploitation or child sexual exploitation. Illegal drug distribution has far reaching implications of crime and anti-social behaviour in our community and beyond.

As a school we have a duty to protect the whole school community and so any form of drug misuse; either possession, distribution or being under the influence has the potential to undermine our stance on drugs by normalising drug use in our school; therefore, if a student is found to be involved in any form of drug use we may involve the police and social services and the student may face a permanent exclusion.



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As a school we promote the awareness of the dangers of drug use through our Personal, Social, Health and Economic curriculum and we work closely with Enfield Safeguarding Partners to ensure the safety of our school community.

Bullying and Conflict (to be read alongside the Anti-bullying policy)

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 suspension or exclusion.

Reasonable Force

Restraint/ Physical Contact

Headteachers and staff authorised by them have a statutory power to restrain or make physical contact with students, without consent.



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In the unlikely event that restraint/ physical contact is needed to be used in school, it will always be used as a last resort and/ or to prevent a student being hurt or causing harm to others.

The circumstances in which it may become necessary to restrain or make physical contact with a student include (but are not restricted to):

- physically separating students found fighting.
- physically removing a student from a classroom if they have refused to move when asked.
- To move a student out of the way of harm, for example if corridors are crowded and a student looks as if they are about to be pushed/ pulled over.

In all circumstances where restraint or physical contact is needed, reasonable adjustments will be made in the case of students with physical health care needs and those with special educational needs.

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
- 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 including Vapes and liquids
- Fireworks
- Pornographic images



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- 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
- We will never require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Enfield County School for Girls Behaviour System

In order to support students in managing and taking control of their own behaviour, Enfield County has adopted a behaviour system based on stepped interventions and the principles of restorative practice. Stepped interventions ensure that behaviour is managed consistently and that students are made aware in a very clear manner of the consequences of certain behaviour as well as giving students the opportunity to improve their behaviour and achieve rewards instead.

Restorative Practices

The aim of Restorative Practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

It is a process that puts repairing harm done to relationships and people over and above assigning blame and only dispensing sanctions. It shifts the emphasis from managing behaviour to focussing on building, nurturing and repairing relationships.

We know that a whole school restorative approach can contribute to:

1. Happier and safer schools
2. Mutually respectful relationships
3. More effective teaching and learning
4. Reduced exclusions
5. Raised attendance
6. Addressing bullying behaviour
7. Raised morale and self esteem
8. Helping promote a culture of inclusion and belonging
9. Increased emotional literacy



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Please note that all school staff, teaching and non-teaching have had (as a minimum) basic training about Restorative Practices.

The school may use the following restorative practices as part of any intervention to support behaviour.

- Affective statements

Below is a sentence frame that can help to formulate an affective statement:

I feel ____ (state the impact) ____ When ____ (identify the behaviour) ____ What I'd like is ____ (state the preferred action) ____

Example: I feel hurt when I hear people speak unkindly to each other. What I'd like is for all of us to be mindful of our words and speak respectfully to each other

- Affective questions

Affective Questions require students to reflect on their own behaviour and consider how their behaviour may impact other people

Example: How does that make you feel?

- Peer mediation
- Restorative Practice meetings – these will always be led by a middle leader or a member of the senior leadership team and will be centred around the 5 R's of restorative practice Relationship, Respect, Responsibility, Repair and Reintegration.

Stepped interventions

In Lessons

- Student given either a verbal or non-verbal signal that the behaviour they are displaying is disrupting their learning or the learning of others.
- If the behaviour continues students to be spoken to quietly by the staff member and informed that their behaviour is not respectful, responsible or that they are not co-operating.
- Student given the opportunity to have a quick conversation outside of the lesson where the consequences of repeated behaviour are explained.
- Behaviour that may prevent a student making a 'go' of her learning such as forgotten equipment or a lack of homework. Sanctions will be issued by classroom staff, it could be a behaviour point or a short detention.
- Student sent on 'shadow' – where the student is unable to modify their behaviour in a lesson then they will be sent to work in another classroom. This will result in a departmental sanction which could include a detention or being placed on subject report.
- Refusal to go to the shadow classroom will result in 'on call' being used. Student will then be removed and depending on the severity of the behaviour, will be taken to the shadow classroom or placed in isolation. This may result in a departmental sanction but could also result in an internal isolation/ an internal suspension or a suspension.

Behaviour points, attendance and punctuality to lessons are monitored weekly by the Progress and Achievement Leader and the Deputy Headteacher. If behaviour is a concern across a range of subject student will be placed on a Progress and Achievement Report. If there are concerns with



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punctuality, attendance, truancy then students will either be placed on an Attendance Report or a Punctuality Report.

All reports must be completed successfully in order for the student to show they have made progress. Failure to complete a report may result in students remaining on the report, being placed on Deputy Headteacher report or in the case of repeated refusal to complete the report a more serious sanction may be applied (including suspension). In the case of a student being unable to successfully complete a report after one or two weeks, then the parent/ carer will be required to attend a meeting to discuss the reasons for this and to plan further interventions.

Outside of Lessons

When students display poor behaviour outside of lessons staff will also follow a stepped approach. This could include any of the following, however at all stages the student will be given 'take-up' time to allow them to modify their behaviour. Where possible staff will try to address the poor behaviour away from the view of other students.

- Informing the student that their behaviour is not following the Inclusion and Relationships values.
- Removing the student from the situation to allow a conversation to take place
- Issued a detention with PAL or SLT
- Internally isolated
- Internally suspended
- Suspended
- Permanent Exclusion

In situations where students do not meet our expectations in terms of their behaviour then staff will be asked to complete an incident report form. Students will also be asked to give their version of the incident on a student statement.

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.

Form time and lesson routines

Staff will:

- Meet and greet students at the classroom door



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- Ask students to remove their coats on entering the building and ensure their blazer is on before each lesson.
- Ask students to stand behind their chairs and wait to be welcomed/seated at start of lesson
- Ask students to stand behind their chairs at the end of the lesson and wait to be dismissed by the member of staff at the correct time and in an orderly fashion.

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
- 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 students' 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



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- 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 60 minutes 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
- they attend meetings with the Headteacher, or other staff if requested, to discuss their child's behaviour
- they sign their daughter's report daily and If a report is not successfully completed to attend a meeting to discuss the reasons for this.
- that if their daughter is suspended from school that she is not found in a public place during school hours within the first five days of suspension.
- that they attend a reintegration meeting with the school following the end of a suspension.

If the parent/carer is unwilling to attend a reintegration meeting, the meeting will take place with the student and two members of staff (at least one of whom will be the Headteacher or Deputy Headteacher – Behaviour and Attitudes).

If the student does not attend a reintegration meeting or behaves inappropriately during the meeting she will receive her education outside of her classes in school until such time as the parent/carer attends a meeting in school to address the reason for the suspension, how to re-establish appropriate behaviour for learning and any support that can be put in place for their daughter.

- they consider the support offered in the reintegration meetings to help modify their daughters behaviour and work with the school to support interventions suggested



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- 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.
- they do not attend school without a prior appointment , with the expectation of being seen immediately (see communication policy)

Enfield County School for Girls Sixth Form Behaviour Expectations

Entry to the Sixth Form

It is assumed that when a student chooses to remain at Enfield County School for Girls or enrol in Sixth Form, they are doing so in order to pursue meaningful qualifications through exemplary levels of behaviour and attendance. As such, we aim for all our students to achieve 100% attendance and will challenge those who fall below our minimum target of 95%. Attendance is of vital importance and it is clearly stated in various research that poor attendance has a detrimental impact on outcomes.

Both behaviour and attendance are regularly reviewed by teaching staff, form tutors and Curriculum Leaders in liaison with the Sixth Form Team.

The rewards and sanction that apply to students in KS3 and 4 also apply to our sixth form students.

Sixth Form Behaviour Expectations

1. 95% + attendance at all lessons: It is expected that attendance stays above 95%.
2. Punctuality to all lessons and registration:
3. Responsible behaviour in and around the school building:

It is expected in and around the school building that the students act in a positive manner following the basic expectations that are applied at both KS3 and KS4.

KS5 students are role models in the school environment and should portray this on a daily basis.

4. *Adherence to the expectations for Sixth Form including dress code:*

Students are expected to adopt a professional business style approach to their Sixth Form studies the student and their dress code should reflect this also. Failure to comply with the dress code will result in being sent home to change and return. ALL students must wear their ID badge. This is compulsory for safeguarding purposes.

5. The completion of all work on time, or within an agreed timeframe and support if needed.

It is expected that as a Sixth Form student, pride is taken with work both in and out of class. If students are found not to be on track with work, then in the first instance the classroom teacher will intervene with that student. If failure to complete work on time continues then that student will go follow the stepped intervention in the same way that students in KS3 and 4 do. This may include parental meeting or placing the student on a report.