

Enfield County School for Girls Behaviour Policy

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

April 2026

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Behaviour Policy

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Behaviour Policy

Introduction

We aim to make Enfield County School for Girls a happy, harmonious and inclusive school where all relationships within the school community matter and all students and staff are included, feel safe and valued.

‘Behaviour for Learning’ is included in the teaching of our students and we have high expectations of behaviour, uniform and courtesy in and around our school. Our commitment to good behaviour is integral to our positive learning environment and provides everyone with the opportunity to achieve the very best outcomes, socially, morally and academically.

Our strategies for managing students’ behaviour are centred on our school values of Respect, Responsibility, Co-operation, Equality and Generosity of Spirit.

The word ‘Behaviour’ of course includes good and excellent behaviours which we expect, encourage and acknowledge as being the case more often than not. These are referenced in the body of this policy.

Positive relationships with Parents and Carers are very important and students benefit from experiencing the consistent reinforcement of school rules from adults in school and at home. With this in mind we ask, expect and thank parents and carers who entrust their child to our school for supporting us in the practice of this policy.

Aims

It is neither possible nor desirable to attempt to list all types of unacceptable behaviour with detailed consequences, sanctions and actions for everything that could happen during the school day.

Our policy therefore aims to:

- create a positive culture that promotes excellent behaviour, ensuring that each student has the opportunity to learn in a calm, safe and supportive environment
- establish a whole-school consistent approach to maintaining high standards of behaviour that reflect the values of our school
- outline expectations and consequences of behaviour
- provide a consistent approach to behaviour for learning management that is applied equally to all students
- define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for Headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)



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- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Definitions

Our definition of poor behaviour is 'when something happens that goes against the expectations that we have of each of our students in our school community'.

It is neither possible nor desirable to attempt to list all types of unacceptable behaviour with detailed consequences, sanctions and actions for everything that could go wrong during the school day.

This policy does however cover a lot of information relating to this definition.

Unacceptable behaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Verbal or Physical aggression or assault of any student or adult working in the school.
- Bullying (including through the use of social media)
- Sexual violence, or sexual assault (intentional sexual touching without consent), harassment,
- Unacceptable conduct of a sexual nature, such as: sexual comments; sexual jokes or taunting; physical behaviour such as interfering with clothes;
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism



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- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - e-cigarettes or vapes
 - fireworks
 - pornographic images
 - any article a staff member 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 student).

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful
- often repeated, over a period of time
- difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)



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TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our [Anti-Bullying Policy](#).

Roles and responsibilities

The Governing Board

The Governing Board is responsible for:

- reviewing this behaviour policy in conjunction with the Headteacher
- monitoring the policy's effectiveness
- holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by our staff consistently with all groups of students
- Ensuring that all staff understand our school's behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into our school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that behaviour data and records are reviewed regularly, working to ensure that no groups of students are being disproportionately impacted by this policy

Staff



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Staff are responsible for:

- creating a calm and safe environment for students
- establishing and maintaining clear boundaries of acceptable student behaviour
- implementing our behaviour policy consistently
- communicating our school's expectations, routines, values and standards through teaching behaviour and in every interaction with our students
- modelling expected behaviour and positive relationships
- providing a personalised approach to the specific behavioural needs of particular students
- reflecting upon the impact of their own behaviour on our school culture and how they can uphold school rules and expectations
- recording behaviour incidents promptly
- encouraging and challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

We ask that Parents and carers:

- get to know our school's behaviour policy and reinforce it at home
- support their child in adhering to our school's behaviour policy
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the school promptly
- take part in any discussions and meetings work following misbehaviour (for example, attending a suspension re-entry meeting or Behaviour Panel.
- raise any concerns about the management of behaviour with our school directly, while continuing to work in partnership with our school
- engage in the life of our school and our values

The relationship between home and school is very important in ensuring a joined up and consistent approach to daughters/students and school. We will work to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to address behavioural issues.



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Students

Students will be made aware of the following when joining our school in year 7 or when joining our school mid-phase.

- The expected standard of behaviour expected at our school
- That they are expected to follow our behaviour policy and consequences of not doing so
- Our school's values, rules and routines
- Behaviour and Achievement points
- Support available to support them to meet our behaviour standards

Students will be consulted on their experience of being students at our school to support the evaluation, improvement and implementation of our behaviour policy.

These expectations will also be regularly outlined in assembly, form time and on other occasions.

School behaviour curriculum

Students are expected to:

- behave in an orderly and self-regulated way
- show respect to our members of staff and each other
- in class, make it possible for all students to learn
- move quietly around our school
- treat our school buildings and school property with respect
- wear the correct uniform at all times
- accept sanctions when given
- behave in a way that ensures the good reputation of our school, including when outside school in the local and wider community and online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all of our students can meet our behavioural expectations in the curriculum.

Mobile phones

From September 2025 and for subsequent year 7 admissions, our school policy **does not** allow Smartphones to be brought into school by students.

If a year 7 student does have a mobile phone it should be a basic model that can receive and make phone calls and text messages when necessary but not much more.

Refer to the link below to a group letter from Enfield Headteachers:

[Reducing Smartphone Use in Childhood](#)

If a parent or carer does allow their daughter to bring a mobile phone to school, this policy outlines clearly our school expectations and practice in relation to such.



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This policy and guidance has been written with the intention of making school life a positive experience for all of our school community and we will endeavour to be consistent in all aspects of policy practice to ensure that this is realised.

KS3 and KS4

Phones are not to be used during the school day.

- If a student brings a mobile phone to school it must be secured in their Yondr pouch on arrival to school where it will remain for the full duration of the school day.
- It is each individual student's responsibility to bring their Yondr pouch with them to school every day and to maintain it in good working condition.
- A student **must not** have a mobile phone in school that is not secured in a Yondr pouch.
- Staff may conduct spot checks to ensure all phones are in pouches.
- Students may be asked to have their pouches out and locked at line up.

We have the authority to search a student's phone if we have reason to believe that it has been used in school or has images stored that have been taken in school.

Any type of communication discovered on a student's mobile phone that has taken place at any time during the school day on school premises is unacceptable, against our school behaviour policy and likely to result in fixed suspension, alongside confiscation of the item by our school for a period of 5 school days.

This includes communications that have taken place in school stored on a student's phone sent to them by another student or a student using the mobile phone of another student in school.

Our school Mobile Phone and Electronic Media Policy includes the above and additional information:

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- create and maintain a stimulating environment that encourages pupils to be engaged in their learning.
- follow our whole school behaviour for learning guidance consistently.
- work to develop positive relationships with students, which include:
 - meeting and greeting students in the morning/at the start of lessons
 - establishing clear routines – including a 'Do Now' activity at the beginning of each lesson
 - communicating expectations of behaviour in ways other than verbally and managing low level poor behaviour



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- highlighting and promoting good behaviour, using positive reinforcement and Achievement points
- overseeing a calm exit of students onto the corridor at the end of each lesson.
- having a plan for dealing with low-level disruption, ensuring recording Behaviour points and application of class teacher sanctions where relevant, including written follow up.
- using our 'on call' and 'shadow staffing' systems appropriately, and ensuring written communication as relevant.
- good news and 'even better if' phone calls to parents and carers

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [Safeguarding and Child Protection policy](#) for more information.

Responding to good behaviour

When a student regularly meets or goes above and beyond our behaviour expectations, it will be recognised with positive recognition and reward, an opportunity for all staff to reinforce our school's culture and ethos.

Logged 'Achievement' points and positive verbal acknowledgement will be applied consistently to recognise and reinforce the routines and expectations of the school's behaviour culture.

Positive behaviour may also be rewarded by:

- communicating praise to parents/carers via a phone call or written correspondence
- certificates, prize ceremonies or special assemblies
- positions of responsibility, such as House representative, prefect or involvement in a particular decision or project
- whole-class, year or group rewards, such as 'Pizza parties' or school visits
- meeting with the Headteacher.

Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.



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Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of our schools standards, and by responding in a consistent, fair and proportionate manner, so that students know that misbehaviour will always be addressed.

All staff Trauma Informed Practice (TIPS) training includes de-escalation techniques, including the provision of use of pre-arranged scripts and phrases, to help prevent further behaviour issues arising.

All students will be treated equitably under our policy, with factors that contribute to behavioural incidents identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

One or more sanctions may be allocated to a student in response to unacceptable behaviour such as those below:

- A verbal reprimand and reminder of the expectations of behaviour
- Speaking to a student outside of the classroom and then inviting back into the lesson.
- Completing of a written Student Account (a student not directly involved in an incident may be requested to complete a student account to support the investigation)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the removal of a student leader or prefect position of responsibility
- School-based community service, such as tidying a classroom or litter picking
- Referring to the Progress and Achievement leader or senior member of staff
- Letter or phone call home to parents/carers
- Placing a student 'on report'
- Referral to an offsite behaviour support programme
- Attending a Behaviour Panel with Local Authority (LA) representatives or Governor Panel
- Removal of the student from the classroom - the use of 'On-call or 'Staff shadow timetable'
- A period of time spent in 'Onward', our internal reflection provision (or for a short period of time outside of or in the Progress and Achievement (PAL) office)
- A period of time spent in 'room 6', our SEND provision or at our Holly Walk site (for students in years 7-9)
- Suspension
- Permanent exclusion, in the most serious of cases

The personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, with regard to the impact on perceived fairness.

Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:



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- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another student
- could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

Also refer to 6.1 of this policy – Mobile Phones

Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- it poses a threat or causes harm to another student
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

Also refer to 6.1 of this policy - Mobile Phones

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher, Deputy Headteacher or Designated Safeguarding Lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.



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If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

No-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- proportionate
- considered
- supportive
- decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report
- carrying out risk assessments, where appropriate, to help determine whether to:
 - manage the incident internally
 - refer to early help
 - refer to children's social care
 - report to the police

Please refer to our [safeguarding and child protection policy](#) for more information.

Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.



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Please refer to our [safeguarding and child protection policy](#).

Serious sanctions

Detention

Students can be issued with detentions during break, after school *or on weekends* during term time.

The school will decide whether it is necessary to inform the student's parents/carers -

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.

When imposing a detention, the school will consider whether doing so would:

- compromise the student's safety
- conflict with a medical appointment
- prevent the student from getting home safely
- interrupt the student's caring responsibilities

Removal from the classroom

In response to a serious or persistent breach of this policy, the school may remove a student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour. Staff will only remove students from the classroom following other behavioural strategies being attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- restore order if the student is being unreasonably disruptive
- maintain the safety of all students
- allow the disruptive student (and other members of the class) to continue their learning in a managed environment within our school.
- allow the disruptive student to regain calm in a safe space

Students removed from the classroom and placed in 'Onward' or other alternative provision in school are supervised by our Inclusion Mentor or other appropriate member of staff.

We are aware that it is important wherever possible for students to be in their timetabled class learning alongside their peers and students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher or Deputy Headteacher.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school



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will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- meetings with Behaviour Support Service mentor
- referral to the School Counsellor
- the use of Teaching Assistants
- a Behaviour Report
- a Pastoral Support Plan (PSP)
- Alternative Provision
- multi-agency assessments
- an Educational Psychology assessment

Staff will record incidents of removal from the classroom with details of the incident that led to the removal, and any protected characteristics of the student.

The school Governing Board emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher.

Please refer to our [Suspension and Permanent Exclusion Policy](#) for more information.

Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:



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- taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- if a student has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- the student was unable to understand the rule or instruction
- the student was unable to act differently at the time as a result of their SEND
- the student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

This includes measures to seek advice from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.



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Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHCP, it will make contact with the Local Authority to discuss the matter. If appropriate, the school may request an emergency review of the EHCP.

Supporting students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

This includes measures such as:

- a reintegration meeting following fixed term suspension
- a restorative meeting with a student(s) and/or staff member
- daily contact with the PAL
- a report card with personalised behaviour goals
- a referral to the Behaviour Support Service.

Student transition

Induction of new students

The school will support incoming students to meet behaviour standards through an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing for student transition, year to year

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Safeguarding
- Whole school routines and expectations
- Trauma Informed Practice (TIP)
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management

The above is also included in staff continuing professional development (CPD) twilight content.



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Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, suspensions and permanent exclusions
- Use of pupil support units, alternative provision, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors and other stakeholders (through for example, anonymous surveys, student and staff suggestion boxes, house team meetings).

The data will be analysed from a variety of perspectives including:

- at school level
- by age group
- at the level of individual members of staff
- by time of day/week/term
- by protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

This data will be analysed and reported regularly to the Headteacher and termly to the Governing Board by the Headteacher and Deputy Headteacher.

Use of restrictive interventions policy (including reasonable force and seclusion)

[Please see separate policy as of April 2026.](#)

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Also refer to 6.1 of this policy - Mobile Phones

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Also refer to 6.1 of this policy - Mobile Phones



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Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Headteacher, Deputy Headteacher, Designated Safeguarding Lead, SENCo or Progress and Achievement Leader who may have more information about the student. During this time the student will be supervised and kept away from other students

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search
- assess whether not doing the search would put other students or staff at risk
- consider whether the search would pose a safeguarding risk to the student
- explain to the student why they are being searched
- explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- explain how and where the search will be carried out
- give the student the opportunity to ask questions
- seek the student’s co-operation



Behaviour Policy

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher, Deputy Headteacher, SENCo or Designated Safeguarding Lead to try to determine why the student is refusing to comply.

Also refer to 6.1 of this policy – Mobile Phones

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, bag.

'Outer clothing' includes:

- any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- hats, scarves, gloves, shoes or boots

Searching student's possessions

Possessions means any items that the student has or appears to have control of, including their bag

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk



Behaviour Policy

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.



Behaviour Policy

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult.

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher, Deputy Headteacher and Governor Curriculum Committee at least annually to address findings from the regular monitoring of the behaviour data (as per section 13.1). Following each review, the policy will be approved by the Governing Board.

Links with other policies

This behaviour policy is linked to the following policies:

- [Anti-Bullying Policy](#)
- [Mobile phone policy](#)
- [Suspension and Permanent Exclusion policy](#)
- [Safeguarding and Child Protection policy](#)
- [School Visitors and Communication policy](#)



Behaviour Policy

Appendix 1: Enfield County Mixed Sixth Form Expectations

When a student chooses to remain or enrol in Sixth Form, it is expected that they are doing so in order to pursue successful qualifications through exemplary levels of behaviour and attendance.

As such, students should aim to achieve 100% attendance and will be challenged if attendance falls below 95%.

Attendance is vital and poor attendance has a detrimental impact on outcomes. Both behaviour and attendance are regularly reviewed and monitored by the Sixth Form Team. Rewards and sanctions detailed in this policy also apply to our sixth form students.

Sixth Form Behaviour Expectations

- 95% + attendance to all lessons: It is expected that attendance is above 95%.
- Punctuality to morning year group time and all lessons
- Responsible behaviour in and around the school buildings and environment, being positive and aspirational examples to younger students.

Mobile phones

- can be used in the Sixth Form Common Room
- can be used in the Study & Resource Centre during independent study to support learning
- can be used in timetabled lessons with permission from the teacher
- must be 'out of sight and out of sound' in all other areas in and around the school building.

Repeated undermining of this guidance will result in contact with the student's parent / carer and associated sanction.

Dress Code

We do not have a dress code at Enfield County Sixth Form, however we expect our students to be considerate and respectful in their appearance. Please see our school website for further guidance. ALL students must wear their ID badge. This is compulsory for safeguarding purposes.

It is expected that as a Sixth Form student, pride is taken in regards to study and work in and out of timetabled lessons. If students are not on track with their work, in the first instance the classroom teacher will intervene and support. If failure to subsequently complete work on time following this continues, the Sixth Form team will liaise with the student providing clear guidance, timelines and possible intervention and support, likely to include parental meetings.



Behaviour Policy

Appendix 2: The Role of Parents and Carers

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 act in the best interests of students in order to give Parents and Carers the confidence that their daughter is cared for in school and will achieve the very best education to suit her individual needs.

Working Together - Home School Agreement

We expect that Parents and Carers will support their daughter 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
- supporting their daughter in homework and other opportunities for home learning and get to know about her life at school
- attending Parents' Evenings to discuss their daughters progress and other events relative to their daughter.
- supporting 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 expected to do their best to ensure that:

- their daughter has excellent attendance and to not 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; and with the correct equipment
- they answer phone calls and attend meetings with staff if requested, to discuss their child's behaviour
- if relevant, they sign their daughter's report daily and if a report is not successfully completed attend a meeting to discuss the reasons for this
- 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.

Refer to our School Visitors and Communication Policy.



Appendix 3: Student Account

STUDENT ACCOUNT

Staff Member overseeing student account name/initials: -----
 Check that if the student has a mobile phone with them it is locked in a Yondr pouch. If not follow school policy.

Your Full Name, Year and Tutor Group:	Today's Date:

Date of the Incident:	Where the incident happened:

Write what happened from the beginning to the end - think about:

1) What was happening before?	2) Then what happened?	3) What happened next?
4) What did you do?	5) What did you see?	6) How do you feel? What do you think should happen?

(please continue on back)

List the name(s) of the other people who were there:



Behaviour Policy

Appendix 4: Parent (or other) Meeting

MEETING WITH PARENT (or other) RECORD

Name:	Date of meeting:
Name of Student being discussed:	
Attendee(s):	
Relationship to the student:	
Purpose of Meeting:	
Meeting notes:	
(please continue on back)	
Is any follow up action necessary? – give details:	



Behaviour Policy

Appendix 6: Staff Account

Name:		Today's Date:	
The Date of the Incident:		Where the incident happened:	
Student(s) Involved:			
Name(s):		Year Group and Form(s)	
What happened:			
(please continue on back)			
What actions have been taken– including any sanctions:			
Is any follow up action needed? – give details:			



Behaviour Policy

Appendix 7: Reintegration Meeting Record

Suspension re-entry meeting student information & meeting notes

Date of meeting:	Names of Staff in meeting:
Student name:	Year group:
SEND (code and reason): LAC:	Pupil Premium
Length of suspension:	Reason for suspension:
Previous suspension(s):	Number, dates and reasons for:
Behaviour points this academic year:	
Achievement points this academic year:	
Attendance to date for this academic year:	
Additional Support, Interventions or referrals that have been made: PAST: CURRENT:	

Meeting

1. Welcome, Introductions and Expectations for the meeting
2. Check uniform / jewellery
3. Check if the student has a mobile phone and if so that it is locked in a Yondr pouch. If not - *phone taken home by parent / secured in pouch / Yondr pouch purchased there and then and student to lock mobile in it under supervision.*
4. School representative(s) recap on event(s) leading to the decision to issue a fixed term suspension

Parent(s) / Carer(s) who attended the meeting:
Student Response:
Parent/Carer Response:

Looking ahead - Discuss/Explain what can be put in place to support reintegration and avoid future suspensions

For the student: FUTURE Additional Support, Interventions, Referrals, Other agreed as a result of this meeting:
For the parent: Has the reintegration meeting met the parental expectations?



Behaviour Policy

Appendix 8: Home/School Agreement

Name of Student:

The Parents/Carers

I/We agree to:

- Ensure that my daughter has excellent attendance, is punctual, properly equipped and wearing her school uniform correctly
- Make the school aware of any concerns or problems that might affect my daughter's work or behaviour
- Support the school's policies and guidelines on behaviour for learning
- Support my daughter with homework and other opportunities for home learning, and get to know about her life at school
- Attend Parents' Evenings and discussions about my daughter's progress
- Adequately monitor and supervise my daughter's use of her mobile phone, the internet and social media
- Respond appropriately to staff and other students and never use aggressive or confrontational behaviour on or around the school premises
- Support school sanctions (e.g. detention of up to 20 minutes on any day without prior warning and up to an hour with 24 hours' notice)

Parent/Carer Signature:

Enfield County School for Girls

The school will:

- Be welcoming, safeguard students' well-being and keep parents and carers informed should there be cause for concern
- Provide a high quality, balanced education
- Encourage students to achieve their full potential as valued members of the school community
- Achieve high standards of work and behaviour by building good relationships and encouraging a sense of responsibility
- Keep parents and carers informed of their daughter's progress through Parents' Evenings and yearly reports
- Keep parents and carers informed about events and general school matters through letters, texts and the school website

Progress & Achievement Leader signature:

The Student

I agree to:

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

Student's Signature: