Sydenham School

Behaviour Policy and Statement of Behaviour Principles

Approved by:	Full Governing Body	**Date:**	November 2026
Last reviewed on:	November 2026		
Next review due by:	November 2027		

Contents

1. Aims
2. Legislation, statutory requirements and statutory guidance
3. Definitions
4. Bullying
5. Roles and responsibilities
6. School behaviour curriculum
7. Responding to behaviour
8. Responding to misbehaviour from students with SEND
9. Supporting students following a sanction
10. Student transition
11. Training
12. Monitoring arrangements
13. Links with other policies
14. Appendices

Appendix 1: Overview of Behaviour Policy

Appendix 2: Written statement of behaviour principles

Appendix 3 Home School Agreement

1. Aims

This policy aims to:

- Promote the whole school ethos underpinned by the Sydenham Character of Ambition, Determination and Respect, and the school motto 'Aim High'
- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. 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 2025
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023 Suspension and permanent exclusion guidance, 2024
- Use of Reasonable Force in Schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice 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 students
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Negative attitude or disrespectful communication
- Poor punctuality

- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Having a mobile phone out on the school site
- Any form of bullying
- Sexual violence, such as rape or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted 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, or sharing of unwanted explicit content
- Vandalism
- Theft
- Physical aggression
- Smoking and vaping
- Racist, sexist, homophobic or discriminatory behaviour • Possession of any

prohibited/banned items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs/ drugs paraphernalia
- Stolen items
- Tobacco and cigarette papers and smoking paraphernalia
- E-cigarettes or vapes
- Body piercing paraphernalia
- 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)

4. Bullying

The Department for Education defines Bullying as 'behaviour by an individual or group repeated over time that intentionally hurts another individual or group either physically or emotionally'.

It takes many forms and can include:

- Physically hurting or attempting to hurt, harm or humiliate another person or damaging their property
- Verbal abuse such as name-calling, taunting, mocking or writing unkind notes

- Emotional manipulation such as isolating someone or spreading malicious rumours about them, building negative alliances based on gossip, or deliberately betraying former confidences to humiliate or isolate another student
- Cyberbullying, i.e. via social networking websites, phone calls, text messages, photographs or emails
- Unpleasant remarks or actions related to any of the following:
    - Race, religion or culture
    - Sex (i.e. talking to or touching someone in a sexually

    inappropriate way) ○ Gender, gender identity or perceived gender

    identity ○ Sexual orientation (e.g. homophobic bullying) ○ Disability or

    Special Educational Needs ○ Intellectual or other abilities ○ Appearance

    or health conditions ○ Being adopted or a carer
- Any behaviour that a reasonable bystander would say was intended to hurt or upset the victim is wrong and could constitute bullying, including complicity that may fall short of participating directly in the bullying. It is no justification that the perpetrator says or believes that the victim is not upset or hurt by his or her actions or words.

In our Anti Bullying Policy you can read in full about the measures we have undertaken to prevent all forms of bullying:

- Fostering a whole school ethos of good behaviour, mutual respect, and consideration.
- Addressing relevant themes in the pastoral curriculum
- Working in partnership with parents
- Pastoral team support for all students
- Training and guidance for teaching and non-teaching staff
- Sanctions, and where relevant, support for identified instigators

5. Roles and responsibilities

5.1 The Governing Body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 2)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body

- Giving due consideration to the school's statement of behaviour principles (appendix 2) •

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 staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the 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 the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using Bromcom
- Challenging students to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Read any updates or information relating to behaviour that is sent by the school
- Support their child in adhering to the 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 class teacher promptly

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour 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 tackle behavioural issues.

We ask that parents avoid raising concerns about the school or individual staff members on social media or through online petitions before speaking with us. While we understand that parents may wish to share experiences or seek support from others, public posts can:

- Spread incomplete or inaccurate information
- Prevent us from addressing your concerns properly
- Impact staff wellbeing and the school's reputation
- Make it harder to reach a positive resolution

If you're unsure how to raise a concern, please see our complaints procedure, which sets out the right steps to take.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- The school's key rules and routines
- That they have a duty to follow the behaviour policy and the uniform policy, and must accept sanctions when given
- That they have a duty to refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. School behaviour curriculum

Students learn about successful behaviour and the key habits and routines they are expected to develop through the pastoral curriculum delivered in assemblies, tutor time and PSHE lessons.

Displays in every classroom remind students of the Ambitious Classroom expectations, linked to the Sydenham Character of Respect, Ambition, and Determination.

- **Respect:** Arrive on time, ready to learn, and follow instructions first time.
- **Determination:** Try your best and take pride in your work.
- **Ambition:** Actively participate and act on feedback to improve.

Displays in every classroom and around the building remind students of the out of class code of conduct:

- Respect for others:
- Walk calmly around the building; do not gather in groups of more than 8
  - Follow staff instructions first time,

    every time
  - Speak politely to all staff and students
  - Walk on the left of all corridors
  - No deliberate physical contact

- Respect for the school environment:
  - Remain in your social

    area
  - Queue calmly and

    sensibly
  - Put all rubbish in bins

7. Responding to behaviour

7.1 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 students to be engaged
- Display the Ambitious Classroom expectations and refer to this to remind students of behaviour expectations.
- Develop a positive relationship with students, which may include:
  - Greeting students at the classroom door at the start of lessons
  - Front-loading

    behaviour expectations
  - Using positive reminders and non-verbal prompts to reiterate behaviour expectations Referring to the Sydenham Character of Ambition, Determination and Respect when speaking to students about their behaviour.
  - Highlighting, promoting, and rewarding good behaviour

○ Manage low level disruption by focusing on solutions rather than sanctions ○ Where a sanction is required, communicating this clearly and calmly with the student individually and not in front of others when possible

○ Liaising with colleagues to support with behaviour where needed.

7.2 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 Child Protection and Safeguarding Policy for more information.

7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- **The individual Merit System**

  Students receive merits or stickers in recognition of positive behaviours; these are categorised by the Sydenham Character – Ambition, Determination, Respect. These are collated in the student planner and logged as merit points on BromCom and visible to parents on the 'MyChildatSchool' App. There will be additional rewards for students who receive a high number of merits during a term or academic year.

- **Recognition of Attendance and Punctuality**

  Students also receive 2 Merit points every week they have 100% attendance, and 2 Merit points every week they have 100% punctuality. There will be additional rewards for ongoing excellent attendance and punctuality.

- **The Sydenham Charter**

  Students in Years 7 and 8 can work towards the Sydenham Charter Award by meeting targets linked to the Sydenham Character. Reaching the targets for the Bronze, Silver and Gold Award results in Certificates and Badges.

- **Positive Postcards**

  Staff hand out ambition, determination and respect postcards to students in recognition of consistent excellent behaviour over time, or in recognition of a notable exceptional example of a student embodying one aspect of the Sydenham Character. A postcard is logged as 5 merits. Staff may also make phone calls or email contact with parents to share positive updates about student behaviour.

- **Heads of Year and Senior Leadership Team fortnightly/termly Reward Events.**

Every fortnight Heads of Year invite students who have embodied the Sydenham Character to a celebratory event with hot chocolate or an equivalent reward during tutor time.
Each half term the Senior Leadership Team invites students deserving of recognition to a special event with pastry treats or an equivalent and postcards distributed.

- **Public Recognition**

Students receive *shout-outs* in weekly assemblies and/or are featured in the school newsletter to recognise exceptional achievements and behaviour. They may also receive recognition and rewards at special assemblies or celebration events to which parents and carers may be invited.

7.4 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.

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

The *On-Call* system is used to support class teachers in responding to issues in the classroom.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident 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.

See section 7.12 for details of sanctions.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from: • Causing disorder

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

7.6 Searching, screening, and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

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.

We may confiscate other items as part of our uniform policy and phone policy. Items of jewellery (other than one pair of studs and a discreet religious necklace) and other items that contravene our uniform policy are confiscated for the remainder of the half term. Phones (if seen or heard), headphones and smartwatches are confiscated for 7 days.

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.

Reasonable adjustments will be made if the student being searched has SEND.

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, designated safeguarding lead (or deputy) or pastoral member of staff 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

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 Designated Safeguarding Lead, to try to determine why the student is refusing to comply.

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, possessions, desk or locker.

‘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 students’ possessions

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

- Desks
- Lockers
- Bags

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

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.

Screening

- This involves the school randomly selecting a group of students to check that they are not in possession of any prohibited items. Sydenham School maintains the power to screen students with their consent, for any item. This may be done at any point during normal school hours, during an after-school activity or on a school trip. This may require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they are not suspected of having a weapon. Lockers, as school property, can also be subject to screening and may be screened without the student present.
- If the student refuses to be screened, the school will follow this up as a Category 4 incident (see 7.12).

7.7 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:

- 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).

7.8 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.

7.9 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 or a Deputy Headteacher 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.

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.

7.10 Zero-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 Child Protection and Safeguarding Policy for more information.

7.11 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.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

7.12 Sanctions

The school uses the following codes to determine sanctions in response to unacceptable behaviour:

Behaviour Codes for Years 7-11

Category 1 (C1): This is a **low-level** incident.
C1 behaviour could include:

- failure to complete homework
- late to lesson (up to 10 mins)
- littering
- low-level off-task behaviour C1 behaviour:
- is recorded on Bromcom by the staff member who witnesses the event
- is resolved at teacher level
- Can lead to a C3 detention if three C1s are recorded in the same area of concern

Category 2 (C2): This is a **medium** level incident.
C2 behaviour could include:

- defiance
- repeated low-level off-task behaviour
- disrespecting the school environment

C2 behaviour:

- is recorded on Bromcom by the staff member who witnesses the event
- may be escalated to the Head of Year or Curriculum Lead
- results in a 30-minute detention

Category 3 (C3): This is a **medium** level incident.
C3 behaviour could include:

- removal from lesson by on call
- verbal abuse to another person
- truancy (10 mins +)
- 3 x C1s

C3 behaviour:

- is recorded on Bromcom by the staff member who witnesses the event
- is escalated to the Head of Year or Curriculum Lead
- results in a 60-minute detention

Category 4 (C4) This is a **serious** incident. C4 behaviour could include:

- failure to follow the instructions of a senior member of staff / on call
- dangerous behaviour with an impact upon health and safety in the school or local community • repeated truancy
- serious derogatory or offensive language
- multiple C3 incidents

C4 behaviour:

- is recorded on Bromcom by the staff member who witnesses the event
- will be escalated to the Head of Year or Curriculum Lead
- is communicated to families through a phone call or email
- results in an internal exclusion - INTEX or a two-hour headteacher detention

Category 5 (C5) This is **very serious** incident.
C5 behaviour could include:

- assault of another person
- serious verbal abuse to a member of staff
- misuse of social media seriously affecting the good order of the school
- multiple C4 incidents

C5 behaviour:

- is led by the SLT Line Manager alongside the HoY
- Is approved by a Deputy Headteacher before referral to the Headteacher for sign off
- is communicated to families through a phone call or email
- results in a suspension

Category 5 (C6) This is **very serious** incident.
C6 behaviour could include:

- *Possession of an offensive weapon*
- *Indecent or sexual assault*
- *Persistent, serious behaviour which has not been resolved by PSP 3 actions*
- *Serious assault of another person*
- *Serious threatening behaviour to staff or other students*
- *Selling or distributing illegal items on the school site*
- *Persistent disruptive behaviour that results in the student being at risk or posing a risk to others in the school community*

C5 behaviour:

- is led by the SLT Line Manager alongside the DHT/HT
- Is approved by a Deputy Headteacher before referral to the Headteacher for sign off
- results in a permanent exclusion

Examples of C1, C2, C3, C4, C5 and C6 behaviour are not exhaustive and are at the discretion of staff members depending on the nature of the incident.

SFH6 Behaviour Codes

S1: – This is a **low-level** incident **Issued by:** Class teacher or teacher witnessing the incident **Outcome:** Warning on student's record and conversation/ short detention with teacher	• Failure to complete sufficient classwork • Failure to meet site behaviour policy • Late to school (until 8.35)
S2: – This is a **medium-level** incident **Issued by:** Class teacher or teacher witnessing the incident **Outcome:** 30-minute centralised detention	• Failure to complete homework • Ongoing failure to meet site behaviour policy • Late to school, lessons or study (until 8.45)
S3 – This is a **medium to serious** incident **Issued by:** Class teacher or teacher witnessing the incident **Outcome**: 60-minute centralised detention	• Non-attendance to S2 detention • Truancy (10 minutes +) • Late to school (from 8.45 onwards) • Persistent failure to meet site behaviour policy • Three S1s in a given code eg. lates
S4 – This is a **serious** incident **Issued by: SLT** **Outcome**: Two hour detention or internal exclusion and contact home	• Non-attendance to S3 detention • Serious failure to meet site behaviour policy

S5 – This is **very serious** incident. **Led by: SLT / DHT** **Outcome:** SUSPENSION	• Non-attendance to S4 detention • Multiple S4 incidents • Very serious breach of site behaviour policy
S6 – This is an **exceptionally serious** level incident. **Led by: SLT / DHT / HT** **Outcome**: PERMANENT EXCLUSION	• Exceptionally serious breach of site behaviour policy, including: – *Possession of an offensive weapon* – *Indecent or sexual assault* – *Persistent, serious behaviour which has not been resolved by PSP 3 actions* – *Serious assault of another person* – *Serious threatening behaviour to staff or other students* – *Selling or distributing illegal items on the school site* – *Persistent disruptive behaviour that results in the student being at risk or posing a risk to others in the school community*

7.13 Detention

Students can be issued with detentions during break, lunch or after school during term time.

Teachers can keep students for up to 15 minutes after their lesson in the event of any C1 behaviour concerns if a reflective or restorative conversation is required.

Teachers, Heads of Year, Pastoral Managers and Senior Leaders can issue a 30, 60-minute or 120 minute detention after school for C2, C3 or C4 behaviour issues or repeated C1 behaviours (see section 8.1)

All sanctions can be viewed on the MyChildatSchool App.

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

7.14 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time. This would usually happen through the teacher emailing the On-Call member of staff.

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been 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 to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom for an incident during lesson time may be placed in another lesson, with classwork provided from the class teacher of their timetabled lesson.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

- Referral to the Sydenham Learning and Wellbeing Hub
- Meetings with the pastoral team
- Support from teaching assistants or other Inclusion team resources
- Multi-agency assessment

Incidents of removal from the classroom are recorded.

7.15 Internal Exclusion (Intex)

Students will spend between one and three days in Intex for repeated C3 behaviours or more serious incidents (see 8.5)

7.16 Suspension and permanent exclusion

Sydenham School's Exclusion Policy is based upon the DfE's statutory guidance:

Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement updated September 2022

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.

Only the Headteacher of the school can suspend or permanently exclude a student, and this must be as a last resort on disciplinary grounds. When establishing the facts in relation to a suspension or permanent exclusion the Headteacher must apply the civil standard of proof i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

The decision on whether to suspend or permanently exclude is for the Headteacher to take. However, where practical, the Headteacher should give the student an opportunity to present their case before taking the decision to suspend or permanently exclude and to write a statement. In reaching the decision to suspend or permanently exclude, the Headteacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred, such as bereavement, mental health issues or being a victim of bullying.

In instances where the Headteacher is away from the school, reasonable efforts should be made to contact the Headteacher. Where this is not possible, the decision can be authorised by the deputising Deputy Headteacher, in agreement with at least one other member of the senior leadership team. The Headteacher must account for the legal duty of care when sending a student home after a suspension or permanent exclusion.

The Headteacher may withdraw a suspension or permanent exclusion that has not been issued according to the suspension guidance.

8. Mobile phones

- Students are strongly advised not to bring phones to school; if they do bring a phone to school then it must be switched off and out of sight at all times.
- If a phone is seen or heard on site, it will be confiscated immediately for 1 week.

8.1 Smartphones

- We strongly advise that students do not bring smartphones to school and do not have them at all. We would recommend that students who need to contact home during their journey to or from school bring in a basic, non-smartphone model without access to the internet.
- We would also recommend that where children do have a smartphone or other device, parents do not allow their child to use the device in their rooms unsupervised and impose a curfew so that their child is not using their phone after 8:30pm and has a limit of two hours on Saturday and Sunday.
- We would advise parents and carers to ensure that the appropriate parental controls are set up on all devices used by children to ensure that they are protected from harmful material.

9. Responding to misbehaviour from students with SEND

9.1 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:

- 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 (EHC) plan, 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.

Students with SEND who may require additional support in meeting behaviour expectations will have a personalised Learning Passport, outlining personalised strategies. These may include, but are not limited to:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Time-out booklets including mindfulness and emotional regulation activities
- 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 or medical issues
- Training for staff in understanding conditions such as autism

9.2 Adapting sanctions for students 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.

Reasonable adjustments may include (but are not limited to):

- Reducing the sanction or delivering it at a different time
- Requesting support from the Inclusion team to help the student understand and the issue with the behaviour and why the sanction has been given

9.3 Considering whether a student 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.

Where necessary, support and advice will also be sought 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.

9.4 Students with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan 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 EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

9.5 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. If appropriate the following strategies may be used

- Reintegration meetings
- Referral to the Sydenham Learning and Wellbeing Hub
- An online report

Different tiers of Pastoral Support Plans are used to establish clear targets to enable students to improve their behaviour, accompanied by agreed strategies to support them in meeting these targets.

10. Student transition

10.1 Inducting incoming students

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

10.2 Preparing outgoing students for transition

To ensure a smooth transition to a different setting or for KS5 students will have transition sessions to meet key staff. In addition, staff members hold transition meetings.

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.

11. Training

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

- Applying the school ethos
- Applying the behaviour policy
- On call protocols
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, 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 (via anonymous surveys)

The data will be analysed every term by the Deputy Headteacher, Pastoral.

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.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the Governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

- **Anti Bullying Policy**
- **Safeguarding and Child Protection Policy**
- **Uniform Policy**

Appendix 1: Overview of Behaviour Policy

This overview is used with staff to summarise key aspects of the policy.

Sydenham Character - Set high expectations –Seek support if needed - Stay calm and consistent

Key Values: • School motto - Aim High • Sydenham Character – Ambition, Determination and Respect • Create a positive culture that promotes excellent behaviour • Ensure all students have the opportunity to learn in a calm, safe and stimulating environment
The Ambitious Classroom: • **Respect:** Arrive on time, ready to learn, and follow instructions first time • **Determination:** Try your best and take pride in your work • **Ambition:** Actively participate and act on feedback to improve.
Key Principles: • High expectations of every student • Calm, consistent adult behaviour • 'Deliberate botheredness' • Focus on the 95% • 30-second interventions for negative behaviour
Key Resources: When the Adults Change: Paul Dix A Quiet Education: Jamie Thom

Rewards	• Merit stickers - collected in planner - recorded on Bromcom by tutor when 10 collected • Merit postcards - worth 5 merits - recorded on Bromcom • Faculty reward systems • Pastoral Hot Chocolate Friday events - nominated by tutors / HoYs • SLT Pastries and Postcards events - nominated by HoYs

3 Step Warning System in Classrooms	**Step 1** - Verbal warning from class teacher **Step 2** - C1 issued by teacher and recorded on Bromcom
	Step 3 - C2 issued by teacher and recorded on Bromcom. Email sent to On Call for student to be removed from lesson and placed in another classroom All steps communicated and recorded privately - no names on board
Lates System	Up to 10 minutes late - record as C1 late Over 10 minutes late - record as C3 truancy

Sanctions	All sanctions are recorded on Bromcom
C1	Warning on record and conversation with teacher after the incident / lesson
C2	30-minute centralised detention
C3	60-minute centralised detention
C4	120 minute centralised detention or day in INTEX (Internal Exclusion Room)

Appendix 2: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The Behaviour Policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life

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

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.

Appendix 3: Sydenham School Home School Agreement

Parents and carers are vital stakeholders in the Sydenham School Behaviour Policy. Parents and carers are expected to take responsibility for the behaviour of their child, both on site and when travelling to and from Sydenham School. Parents and carers are expected to work in close partnership with the school to help maintain high standards of behaviour. All parents and carers must sign the Home School Agreement and uphold the expectations within the agreement.

By signing this agreement, we will be making a commitment to work together. It is a three-way commitment between the school, family and the student.

As parents/carers I/we agree to:

- Ensure our child attends school every day, arrives in good time and is fully equipped
- Ensure our child is actively supported in their studies at home and has a quiet place to complete homework etc
- Ensure our child understands the behaviour and anti-bullying policies and the consequences of poor behaviour
- Ensure our child is always in correct school uniform as set out in the uniform policy
- Ensure our child participates in extra-curricular activities available at Sydenham School
- Attend Parents' Evenings and any other meeting as required to discuss my/our child's progress or conduct at school
- Make the school aware immediately of any change in circumstances which might affect my/our child's work, behaviour or mental well-being
- Inform the school of any changes in my/our contact details
- Respect the rules of the school and support the school in any sanction that is issued in line with the Behaviour Policy
- Agree to behaving in a respectful manner to the staff and other students at Sydenham School at all times
- Agree to our mobile phone policy.
- Avoid raising concerns about the school or individual staff members on social media or through online petitions before speaking with us.

Signature(s)_____

As professionals at Sydenham School, we agree to:

- provide a balanced curriculum and meet the individual needs of your child
- mark and assess work and provide feedback to ensure that your child is supported to make excellent progress and reach their full potential
- keep you informed about general developments within the school and your child's progress in particular
- provide a safe, disciplined and stimulating environment in which your child can learn effectively
- recognise your child's successes and reward progress and achievements
- be available to listen, to discuss and act to resolve any concerns that may be expressed by parents/carers or your child.

Signature(s)_____

As a student of Sydenham School, I agree to demonstrate ambition, determination and respect.
I will be ready to learn every day and aim to be a positive member of our school community. I will demonstrate the school values in the following ways:

Ambition: Arrive on time, ready to learn and follow instructions first time

- I will aim high in my lessons completing all the work to the best of my ability
- I will complete all homework in a timely manner
- I will give teachers 100% attention when it is required
- I will contribute well in lessons, asking and answering questions as well as sharing my ideas in pair/group work
- I will complete challenge tasks whenever I can
- I will prepare for assessments completing revision and independent work
- I understand that I am expected to bring all necessary school equipment to school every day.
- I will join clubs and take part in extracurricular activities

Determination: Try my best and take pride in my work

- I will work effectively as part of a pair, a group or on my own
- I will ask for help in lessons when I need additional support
- I will act on feedback I am given by teachers to improve my work
- I will attend school on time every day, ensuring that I arrive ready to learn. If I am late, I understand that I will receive a C1 warning sanction. If I am late three times, I understand that the three C1s will turn into a one-hour detention.
- I understand that I must attend every lesson on time.
- I understand that all detentions (apart from late to school detentions) are issued the following day, giving me time to raise this if I feel it is unfair

Respect: Actively participate and act on feedback

- I will express myself appropriately and politely to everyone within the school community
- I will follow instructions from **all** members of staff, whether I am in lesson, in the corridor, in the dining hall, in my year group's social zone or outside the front of school
- I will wear my full school uniform every day- school shoes, black socks or tights, school trousers or school skirt, white shirt with revere collar, school V-neck jumper, school blazer, school bag and the lanyard which we will provide.
- I understand that my school blazer must always be worn in the corridors and when I am entering a classroom, but that I may take it off once inside the classroom.
- I understand that I am only allowed a discreet religious necklace, one stud in each ear and that I cannot wear any other jewellery except a digital or analogue watch.
- If I feel that any sanctions have been issued unfairly or there has been an issue with another member of the school community, I will wait for an appropriate opportunity to raise this with my Head of Year or Pastoral Manager instead of raising it in the moment and therefore causing disruption to the lesson

Signature_____