



# Sydenham High School

G D S T  
GIRLS' DAY SCHOOL TRUST

## Discipline and Behaviour for Learning Policy: Senior School

### **Statement of behaviour principles**

At Sydenham High School we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of school life is necessary

### **Introduction**

Sydenham High School endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment, and promoting positive learning behaviour and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility.

### **Policy Aims**

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others, and the environment)
- Set out the school's expectations in relation to behaviour and regulate the conduct of pupils
- Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
- Prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying (in conjunction with the Anti-Bullying Policy)
- Set out the framework of pastoral support in which the policy operates, principles

for communication with parents, and the legal background to specific procedures

## **Roles and Responsibilities**

The Head has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Head, together with the Senior Leadership Team, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline disruptive behaviour, and the pupils who exhibit such behaviour, ensuring that this happens fairly and consistently across the school.

The member of staff with day-to-day responsibility for behaviour management is

Dr Waites in the senior school, Mrs Panton in the Prep School and Charlotte Tomalin-Payne in the EYFS.

All staff have a responsibility to:

- Provide a safe, welcoming environment
- Place the emphasis on learning and teaching
- Ensure pupils follow the school expectations during lessons, in corridors and in free time
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention in cases where behaviour falls below the expected standard
- Take responsibility for any misbehaviour initially – seeking support/advice when required
- Ensure sanctions are applied fairly and consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/ needs of the pupil
- Work in partnership with parents and guardians

## **Expectations**

The following principles should underpin all our interactions with pupils and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual
- De-escalate incidents and seek to reconcile

These principles are consistent with the Sydenham High School Code of Conduct which states:

- In lessons you must remember that the teacher has the right and responsibility to be able to teach effectively. All members of the class have the right to learn.
- Use your words carefully: be positive and try not to upset anyone when you speak.
- Think about what you say and make sure the volume is appropriate, wherever you are, whether in the classroom, corridor, lunch queue or dining hall. Remember that noise tends to be contagious: when one or two speak too loudly then everyone else has to shout to be heard and the sound environment becomes unpleasant.
- A general rule: treat other people the way you would like to be treated by them.
- Respect the property of others and especially parts of the school building which need special care and a thoughtful approach - toilets, doors etc.
- When you leave a room, make sure that it is left how you would like to find it: pick up any litter and put it into a bin, straighten your desk, if necessary and tuck your chair in.
- Consider others at all times and give them space at doorways and in corridors. Let someone else go first, wherever possible. Leave yourself plenty of time when moving around the school. (Go slowly, calmly and try to be aware of your bag!)
- Act appropriately to those younger or older than yourself and be as helpful as you can to visitors and anyone new to the school.

#### In the classroom:

- Make sure you have completed any homework for the lesson and bring all the correct equipment.
- Only basic equipment needed for the lesson should be on the desk. Bags should be unpacked quickly and put under the desk.
- In a lesson it is important that only one person speaks at a time. Avoid saying anything when the teacher, or anyone else, is speaking to the whole class.
- When everyone is working, know when to speak and try to keep the volume low. There will be times when it is appropriate to speak to others in the group. However, there will be times when silent working is required.
- Only move from your seat when it is appropriate.
- Try to listen carefully and follow instructions quickly. If you are puzzled by anything that you are asked to do, find an appropriate time to ask for an explanation.
- In the lesson, work as quickly and effectively as you can, to the best of your ability.
- Ask for help, if you need it. The teacher can only teach you effectively if they know when you don't understand.
- Don't do or say anything that hurts or upsets anyone else. Treat others as you would like to be treated by them.
- Avoid arriving late for the lesson. If you do arrive late to a lesson, knock before entering and make sure that you explain the reason to the teacher, as soon as it is appropriate.

It is the school's expectation that everybody should at all times:

- Treat others with respect, consideration and good manners
- Help to prevent all forms of bullying
- Behave helpfully and responsibly
- Respect the right of others to hold their beliefs and opinions
- Behave with the health and safety of others in mind
- Treat other people's property with care and respect
- Treat the school environment (grounds, buildings and materials) with care and respect
- Keep to and enforce the school dress code
- Allow others to learn and teachers to teach
- Adhere to other relevant codes, such as the Online Safety Policy, Acceptable Use Agreements, and Anti Bullying Policy

## **Behaviour in lessons**

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the school's belief in positive reinforcement, pupils who display positive learning behaviour should receive praise and recognition.

Adverse behaviour, and pupils displaying adverse behaviour, will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviour which place a pupil at risk of exclusion, poor learning behaviour includes a lack of effort, a lack of work, failing to complete homework, off task behaviour which interrupts the learning of others and a lack of co-operation

## **Uniform, behavior around the building and out of lessons**

Pupils are expected to behave in a manner which demonstrates respect of themselves and others. This applies to use of language, to the way in which they act and behave and respond to each other, all of which should demonstrate courtesy and consideration. This includes towards fellow pupils, staff, parents, governors and visitors.

Positive behaviour includes setting high standards by wearing correct uniform and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the school. The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by sending older secondary pupils home to change.

## **Behaviour outside the school and online**

Pupils who breach the school's Discipline and Behaviour for Learning Policy whilst on school business such as trips and journeys, sports fixtures, clubs, or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the

school.

For incidents that take place outside the school, outside school hours and not on school business, this policy will still have effect if the misbehaviour could have repercussions for the orderly running of the school, pose a threat or cause harm to another person, or adversely affect the reputation of the school. This includes behaviour in the immediate vicinity of the school, on a journey to or from the school, or at any time online.

### **Positive reinforcement and rewards**

Sydenham High School recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviour. This has both the impact of teaching and reinforcing expected behaviour and a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviour are central to the promotion of good behaviour and good order.

The school uses a range of rewards and positive reinforcement strategies including:

- Praise
- Written comment on work/in book/in planner
- House points
- Certificates
- Mention in Assemblies
- Motivational rewards/prizes
- Special awards at Celebration Assemblies and Prize Givings

By these means the school seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement.

House points can be awarded to students in all year groups displaying the following values:

- **Respect** – fair play; knowing your own limits; and taking care of your health and our environment
- **Excellence** – giving the best of yourself – in the classroom, on the sports field of play or in life; taking part to the best of your ability and progressing according to your own goals
- **Friendship** – understanding each other despite any differences
- **Determination** – the drive and motivation to overcome both physical, mental, academic, social barriers in order to achieve your goals
- **Courage** – having the self-belief and confidence to overcome adversity and face difficulty
- **Equality** – showing respect and humility towards all those around you regardless of background, ability or difference.
- **Inspiration** – to be motivated by the achievements and actions of others and to be a positive example to others

Each reward point will be recorded as a House Point and these will be recognised in whole school assemblies.

There are 4 types of awards:

- **Bronze (25 House Points)**
- **Silver (50 House Points)**
- **Gold (75 House Points)**
- **Platinum (100 House Points)**

In addition to this, members of staff will personally recognise and reward the display of our core values by sending home postcards with personalised notes of recognition.

The Head's Commendation is the highest single reward that can be issued and comes with 10 House Points.

Merit points are recorded directly onto SIMS. Heads of Section receive regular reports on how many house points students in their section have received so that certificates can be awarded when they reach certain benchmarks.

## **Disciplinary sanctions**

Dependent on pupil age, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct pupil behaviour. The range of sanctions will include:

- Verbal telling off and correction
- Lunchtime detention
- After school detention
- Catching up on missed work
- Repeating work to the required standard
- Loss of break times
- Removal from the classroom to work under supervision elsewhere
- Being placed on report
- Setting improvement targets
- Behavioural contract / Home-school agreement
- Internal exclusion
- In line with the GDST Exclusions Policy, fixed term and permanent exclusion

This list is not intended to be exhaustive but serves as an illustration of sanctions used. Serious disciplinary incidents and the sanctions imposed are recorded and logged by the Deputy Head Pastoral.

Following a sanction, the school will employ strategies to help pupils to understand how to

improve their conduct and meet behaviour expectations. These might include:

- A targeted discussion with the pupil
- A phone call with parents
- A 'case conference' with relevant staff – tutor, Head of Year, SENCO, DSL etc.
- Pastoral support (see below)

The school has a zero-tolerance approach to child-on-child abuse, and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the Safeguarding and Child Protection Policy and Safeguarding Procedures.

For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police.

The school recognizes that some children may adopt challenging, abusive or disruptive behavior as a result of unmet needs or abuse. In such cases staff will provide support and intervention and apply safeguarding procedures as appropriate.

All sanctions are recorded as Behaviour Points. An accumulation of behaviour points correspond to different levels of sanction and support. Behaviour Points are issued for:

- Uniform infringements
- Poor behaviour in lessons
- Poor behaviour around the school
- Incorrect or no equipment for lessons

Number of Behaviour Points	1-3	4	5+
Support offered, Action Taken and by whom	Cautions are recorded by subject teacher. Once three points are accrued, a letter is sent to parents.	School detention set by Head of Year. Detentions on Thursday 4-5pm.	An SLT detention will be issued. These take place on a Friday afternoon from 4-6pm

### **Punctuality**

Students are required to be punctual. Registration is at 8.30am and any arrival to registration after this time is considered to be late. Students are expected to be punctual to all lessons as detailed in their timetables and school day.

Lateness to either registration and/or lessons will result in a late point being issued to the student. Subsequent sanctions are issued in the same way as above.

Please Note: Behaviour, Homework and Lateness are sanctioned separately.

Sanction	Examples of misdemeanour
Formal Contact with parents via letter/email or telephone call	<b>After receiving 3 behaviour points – for example:</b> Repeated missed/late homework Poor behaviour in the classroom or around the school Uniform infringements Frequently late to lessons
School Detention - parents informed by letter  In exceptional circumstances an SLT detention may also be set	<b>After receiving 4 behaviour points</b> Repeated misdemeanours including: Persistent/continuous late arrivals Late homework – failing to attend Department Work support sessions 3 homeworks not completed (report to Form Tutor) Rudeness or swearing in earshot of a member of staff Misconduct For 5 points and above or any unacceptable behaviour sanctioned by Head of Department/Head of Year/Deputy Head/Head
On report or progress record - parents informed by Head of Year	Used by Head of Year to monitor/improve on behaviour Support student's organisation of work Monitor attention in lessons Target specific areas of concern
Formal Contact with parents by Head of Year	All of the above when appropriate Inappropriate language Bullying Breaches of On-Line Policy Occasions of bringing the school into disrepute
Fixed Term Exclusion - parents contacted by Deputy Head/Head	Possession of alcohol, cigarettes, smoking Serious misconduct e.g. graffiti, violence, theft, racial abuse, bullying, serious or repeated breach of On-Line policy Rudeness to a member of staff Bringing the school into disrepute Malicious allegation against a member of staff
Permanent Exclusion - parents contacted by Head	Drugs brought into school by students whether for own use or for supply. Repeated breach of school code of conduct. Repeated/serious breach of On-Line Policy Bringing the school into disrepute Malicious allegation against a member of staff

## Homework

Homework is used to consolidate learning and as such completion of the tasks set is taken very seriously. Support is given to students in order to meet deadlines and attain high standards of work. When homework is not submitted, teachers will request the work on the following day. Parents will be informed by email.

	<b>1st Non-submission of Homework</b>	<b>2nd Non-submission of Homework</b>	<b>3<sup>rd</sup> Non-submission of Homework</b>
<b>Support offered, Action taken and By Whom</b>	Teacher will request submission of homework the following day. .  The teacher will also email parents to inform them of the missed homework and the issue of a homework point	Failure to submit homework the following day, will result in a formal letter to parents from the Head of Department. A missed homework point will be issued.	Failure to submit homework on a 3 <sup>rd</sup> occasion will result in an after school detention.  Parents will be informed by letter from the Head of Department.

## Detentions

The school will inform parents of detentions through letter, telephone calls, email or other means as appropriate. Lunchtime detentions may be imposed on the same day. At least 24 hours notice will be given for the imposition of an after school detention outside of normal school hours. All members of staff, including support staff, can impose detentions.

## Removal from the classroom

Removal from the classroom is a serious sanction which will be only used when absolutely necessary as a response to serious misbehaviour. Parents will be informed on the same day if their child has been removed from the classroom. If a pupil is removed, they will be supervised by the Head of Year or a member of the pastoral team or SLT. They will be allowed to complete classwork and will be kept out of the classroom until it is deemed appropriate for them to return. If they do not display behaviour appropriate to return to the classroom, parents or guardians will be contacted and the pupil may be sent home or kept under supervision until the end of the school day.

## Corporal punishment

Corporal punishment is against the law and is never used or threatened.

## Pastoral Support Framework

Through the pastoral and guidance systems the school has staff (tutors, Heads of Year and Heads of Section) whose role is to support pupil welfare and well-being. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes,

applying disciplinary sanctions and monitoring behaviour which gives rise to concern.

Pastoral teams also monitor and analyse attendance and behaviour data regularly at individual, group and school level. Such analysis may trigger interventions with pupils or staff, or a review of school procedures or culture.

### **Pupils with SEND and additional need**

The school accepts that for a wide variety of reasons (such as having a special educational need, disability or mental health issue) some pupils require additional support in order to learn and display positive learning behaviour. For these pupils the school will draw on a range of interventions in order to support and re-track behaviour. Strategies include consideration of curriculum need, additional learning support, additional internal provision, placement on a behaviour or pastoral support programme, and use of external expertise.

Any necessary sanction will be considered in relation to a pupil's individual needs, and reasonable adjustments will be made where appropriate.

### **The use of reasonable force**

The school acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils.

### **Screening, searching and confiscation**

The school acknowledges its duties and responsibilities under the applicable legislation and guidance in respect of screening and searching pupils, and confiscating items.

The Head, or any member of staff authorized by the Head, may search a pupil or their possessions for any item with consent, and for any prohibited item or item banned by the school rules without consent.

The list of prohibited items is:

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

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes or e-cigarettes
- volatile substances which can be inhaled for psychoactive effects such as NOS canisters
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

This process will follow the recommended DfE procedures with due consideration for the safety and welfare of all pupils and staff involved. The DSL will be informed without delay if a search reveals a safeguarding risk. In certain circumstances the police may be involved.

Any search for a prohibited [or banned] item will be recorded on CPOMS and parents will be informed.

As a general rule, school staff can seize any prohibited or banned item found as a result of a search, and any item however found which they consider to pose a risk to staff or pupils or to be evidence in relation to an offence. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

### **Malicious accusations against school staff**

The school recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

### **Staff support and development**

Staff are supported in their implementation of the Discipline and Behaviour for Learning Policy through the guidance and leadership of the Deputy Head Pastoral and other pastoral

staff, regular pastoral meetings and periodic staff training

## **Partnership with parents**

The school believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters
- Supporting pupils on report
- Home school agreement
- Pupil homework diaries/ academic planners which allow for two-way communication
- Invitations to agency meetings
- Follow up & routine communication

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter's education.

## **Related policies**

This policy operates in conjunction with:

- School Safeguarding and Child Protection Policy and GDST Safeguarding Procedures
- Anti Bullying Policy
- School Online Safety Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST and School Drugs and Alcohol Policy

## **Legal/guidance framework**

- Behaviour in Schools: advice for headteachers and school staff (July 2022)
- Keeping Children Safe in Education (September 2022)
- Mental health and behaviour in schools (November 2018)
- Searching, screening and confiscation: advice for schools (July 2022)
- Use of reasonable force; advice for head teachers, staff and governing bodies (July 2013)
- Independent Schools Standards Regulations 2014
- Equality Act 2010 and SEND Code of Practice (January 2015)

## **Monitoring, Evaluation and Review**

The Deputy Head Pastoral will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other sanctions such as detentions, and report to the Head.