Sydenham School Behaviour Policy

Covid-Safe Addendum



High Performance Learning

Updated May 2020 – Covid-Safe Additions highlighted in red

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Behaviour Principles Written Statement

The Behaviour for Learning Policy at Sydenham aims to ensure that:

1. Sydenham has a happy, positive and respectful school culture, where all students feel valued and cared for.
2. Relationships between staff and students are positive throughout the school and there is an ethos of mutual respect.
3. Positive behaviours, driven by High Performance Learning, are clearly defined and are proactively taught throughout the school.
4. There is an ethos of 'positive practice' and 'over-correction' that seeks, wherever possible, to de-escalate situations and ensure that students correct their behaviour 'in the moment'.
5. There is a calm and orderly environment throughout the school, meaning that all students can focus on learning in all lessons.
6. There are clear routines and expectations of students throughout the school, and that these are consistently reinforced by all members of staff.
7. There is equality amongst students and that there are clear consequences that are applied consistently by all members of staff. Sanctions are applied on an individual basis rather than for a whole group/class.
8. Students and staff feel safe at all times within the school community and the wider life of the community around Sydenham. Covid-safe behaviours are followed at all times.
9. Bullying and discrimination are dealt with quickly and effectively whenever they may occur.
10. The golden thread of safeguarding informs our work at all levels of the school.
11. Student wellbeing and mental health is always taken into consideration.
12. We understand the factors that may affect a student's behaviour and provide effect support to help improve behaviour of students.
13. Reasonable adjustment is provided for students with special educational needs and disabilities. This will balance individual needs with the needs of the school community as a whole.
14. Meaningful rewards are used to reinforce positive behaviours at all levels of the school.
15. Staff workload and wellbeing is taken into consideration in the design, build and maintenance of the school behaviour management processes.

The Legal Authority – The Legal Power to Discipline

Teachers have the statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This power also applies to all other paid staff of Sydenham School who have responsibility for students. Relevant members of staff can discipline students at any time the student is in school, or elsewhere under the charge of a member of staff, including on school visits. In certain circumstances, relevant members of staff may also discipline students for poor behaviour that occurs outside Sydenham School. This is the case if the student is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a student of Sydenham School.

The school may discipline for behaviour at any time, whether or not the conditions above apply, that

- Could have repercussions for the orderly running of Sydenham School or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of Sydenham School.

Equality Statement

Under the Equality Act Sydenham School acknowledges their legal duty to make 'reasonable adjustments' to practice and policy for children with SEND/EAL. The Equality Act 2010 is clear that schools must make reasonable adjustments to ensure SEND/EAL children are not placed at a substantial disadvantage. This includes making reasonable adjustments in the application of a behaviour policy, to ensure discipline procedures do not discriminate against students who may have a condition that impacts upon their behaviour. It also means ensuring staff working with SEND/EAL students have appropriate training to adjust their practice. Teachers should seek to identify the underlying cause of behaviour (for example an unmet educational need) and put in place measures to address the cause, to prevent the behaviour from re-occurring. This allows 'triggers' for challenging behaviour

to be identified and avoided, prevents challenging behaviour persisting or worsening and ensures that students who are displaying challenging behaviour because of an underlying educational need are not discriminated against.

The Equality Act 2010 is also clear that students and staff must be given equal opportunities and that education must meet the needs of all students. The protected characteristics are: marital status, pregnancy, sexual orientation, sex, gender reassignment, race and nationality, religion or belief, disability and age.

Responsibilities and Expectations:

Responsibilities of Parents and Carers:

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. All parents and carers must follow the expectations within the Covid-Safe addendum to the Home School Agreement.

Consistent Behaviour – Responsibilities and Expectations of Students at Sydenham School

At Sydenham, positive behaviours, driven by High Performance Learning, are clearly defined and are proactively taught throughout the school. It is the responsibility of every member of staff at Sydenham to consistently reinforce the behaviour expectations of all students.

As part of this, students are expected to take responsibility for their own behaviour. This includes abiding by the school rules, outlined in the 'As Sydenham Students' document. Students are also expected to follow the Covid-safe behaviours at all times. Students are expected to wear the correct uniform and adhere to the Sydenham School Uniform Policy, including the Covid-safe addendum. Students also have the responsibility to ensure that incidents of disruption, violence, unsafe behaviour related to Covid19, bullying and any form of harassment are reported. They have a responsibility to contribute to the democratic processes of the school through using their student council to voice concerns surrounding the behaviour policy and its application. They have the responsibility to resolve incidences and speak using non-discriminatory language.

As Sydenham students: Note – crossed out items are temporarily suspended during Covid-Safe behaviour protocols	
We are Ready to Learn	We demonstrate we are **Ready to Learn** by: ~~Arriving by 8.50am in our tutor rooms every day.~~ Arriving on time to every lesson. Being fully equipped for every lesson, including with the correct PE kit. Following the '5 to Start' and '5 to Finish' routine. Ensuring our mobile phones or smart watches are switched off and in our bag. Wearing the full Sydenham school uniform every day. Following instructions immediately from any member of staff.
We Think of Others	We show we are **Concerned for Society** and are able to be **Collaborative** by: Never disturbing the learning of others. Always telling a member of staff immediately if we think someone is at risk, including ourselves. Reducing or recycling waste, and never leaving litter. Being calm and respectful when moving around the school. Being a considerate member of the community both in and out of school. Showing respect for the school environment and the belongings of others. Only eating in designated areas of the school. Being kind to others at all times. ~~Holding the door open for others.~~ Sitting down and being thoughtful of others in the school Dining Hall. Greeting each other and members of staff and the public with a smile. Always stopping and acknowledging when a member of staff is talking to us. Never using social media in a way that is harmful or hurtful to ourselves or others. Reporting social media misuse to an adult immediately. Always giving our name if asked to do so by a member of staff. Keeping the pavement clear when waiting for the bus. Purple = Outside classroom only
We Work Hard	We create the conditions for **Deliberate** and **Retrieval Practice** by: Working in silence when told to do.

	Paying full attention to instructions. Acting on feedback from my teachers. Ensuring we do our homework, meet all deadlines and do retrieval practice independently. We show our **Resilience** and **Perseverance** by: Pushing ourselves beyond our comfort zone in our learning. Actively participating in every lesson and completing all classwork and homework to a high standard. Always trying, even when we find things hard.
We Are Curious and Open Minded	We develop our **Confidence** and the **Confidence** of others. We show that we are **Open Minded,** and able to **Take Risks** by: Speaking out against bullying and never bullying others, even as a bystander. Recognising that mistakes are opportunities to improve. Listening to the ideas and opinions of others respectfully. Being respectful of everyone and never discriminating against others. We develop our ability to be **Enquiring, Creative and Enterprising** by: Participating in whole school events, clubs and school leadership opportunities Asking questions, reading and researching. Actively participating in tutor time activities.

As Sydenham students we also follow Covid-Safe Behaviours:	
We are Ready to Learn	We demonstrate we are **Ready to Learn** by: Following social distancing rules when lining up to enter a lesson Sitting in my agreed seat within the seating plan and not moving from it without permission Arriving in our allocated rooms at the allocated times every day that we are in school Arriving on time to every session after a break Being fully equipped for every lesson, understanding that we now cannot share most school equipment Wearing the Covid-safe Sydenham School uniform every day Completing the weekly tutor virtual registration.
We Think of Others We socially distance We wash our hands We follow the Covid-Safety behaviours	We show we are **Concerned for Society** and are able to be **Collaborative** by: Agreeing to have our temperature checked upon arrival on the school site Washing or sanitising my hands upon arrival on the school site and at every break time Following the Government Stay at Home instructions if we have symptoms of coronavirus or if a member of our household does Immediately informing a member of staff if I develop coronavirus symptoms whilst on the school site and following the strict instructions of what to do if that occurs Always telling a member of staff immediately if we think someone is at risk of unsafe Covid-behaviours, including ourselves Being silent on corridors so that instructions about social distancing and safe behaviour can be clearly heard Social distancing by 2m in the Dining Hall and social spaces Following the Catch It, Bin It, Kill it protocol if I sneeze Walking, cycling or scooting to school if I can Following the strict queuing rules when lining up for the bus. Following Transport for London social distancing rules if on public transport to or from school Making sure my uniform is washed regularly, understanding that the coronavirus can be transmitted on fabrics Never making physical contact with another member of the school community Going straight home after I leave school and following the government instructions about social distancing and limiting contact with others.
We Work Hard	We create the conditions for **Deliberate** and **Retrieval Practice** by: Completing all allocated homework set by my teachers, and respond to instructions and feedback that is provided.

	We show our **Resilience** and **Perseverance** by: Proactively contacting adults if additional help is required. Organising my time at home to complete the homework that is set.
We Are Curious and Open Minded	We develop our **Confidence** and the **Confidence** of others. We show that we are **Open Minded** and able to **Take Risks In Our Learning** by: Being supportive of my peers in their learning and responding to new situations. We develop our ability to be **Enquiring, Creative and Enterprising** by: Actively staying up to date with the Government's instructions on the coronavirus Reading the weekly YLC email and tutor emails.

Covid-Safe Addendum to the Home School Agreement

By signing this agreement, we will be making a commitment to work together to keep our community and our families safe from Covid 19. By us all following a few key expectations of each other, we can support each other keep Sydenham School a safe place to learn and make good progress.

As parents/carers I/we agree to make sure that the following protocols in relation to the health of my child and hygiene requirements are upheld:

- I/we will check my child's health every morning before they leave for school and will not send them to school if they are displaying any symptoms of the coronavirus, no matter how mild
- I/we will not send my child to school if any member of my household has displayed symptoms of the coronavirus in the last 14 days, unless that member of the household has had a negative result from a coronavirus test via the NHS/Public Health England
- I/we will share details about a positive or negative coronavirus test result within my household with the school at the earliest possible opportunity to ensure effective track and tracing within the school community
- I/we will ensure that our emergency contact details are up to date on the school system.
- I/we will ensure that I/we make reasonable steps to ensure we can be contacted at all times whilst my child is on the school site to ensure that they can be collected or sent home immediately if showing symptoms of the coronavirus.
- I/we will ensure that all items of my child's school uniform are washed routinely to avoid the spread of the coronavirus on fabric.
- I/we will ensure that my child understands that they will have a temperature check as they arrive on the school site and that they must participate in this check if instructed to do so. I give my permission for my child to have their temperature checked by the school when on site
- I/we will notify the school attendance team if my child is unable to attend school on a scheduled day
- I/we will ensure that my child carries tissues with them at all times, in order to follow the Catch It, Bin It, Kill It protocol
- I/we will ensure that my child understands the importance of good hand hygiene and understands how to wash or sanitise their hands in line with Public Health England guidelines.

As parents/carers I/we agree to make sure that the following protocols in relation to travel to and from school are upheld:

- I/we will not park near the school site unsafely causing danger to other children, pedestrians or motorists. I/we will respect the private property of residents and businesses in close proximity to the school site
- I/we will follow the recommendations on transport to and from school and will ensure my child walks, scoots or cycles to school wherever possible.
- I will ensure that my child understands that it is their responsibility to follow instructions from Transport for London about social distancing on public transport
- I/we will ensure that my child goes straight home after leaving the Sydenham School site and limits contact with individuals outside my household, in line with the expectations set out by the Government. I/we understand that a failure to do so puts others at risk and brings the reputation of Sydenham School into disrepute, and may result in a sanction in line with the Sydenham School Behaviour Policy.

As parents/carers I/we agree to make sure that the following protocols in relation to Parent/Carer presence on and around the school site are upheld:

- I/we conduct all meetings with school staff remotely if possible
- I/we will not enter Sydenham School if we are displaying any symptoms of coronavirus
- I /we only enter the Sydenham School site with prior agreement of the school. Where an on site meeting is necessary, only one parent or carer will attend unless with prior agreement of the school
- I/we will adhere to the allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)
- I/we will not gather at the school gates and if I am collecting my child I will ensure I am socially distanced from other members of the Sydenham School Community.

As parents/carers I/we agree to make sure that the following protocols in relation to my child's behaviour on the school site are upheld:

- I/we will ensure my child understands the Covid-Safe Behaviour Code of Conduct and will follow it at all times on the school site.
- I/we understand that a failure to follow the Covid-Safe Behaviour Code of Conduct may result in a fixed term exclusion for my child.
- I/we will make my child aware of the Covid-Safe Behaviour Code of Conduct and the importance of following these behaviours at all times.
- I/we will support the school's decision in relation to sanctions related to a failure to follow the Covid-Safe Behaviour Code of Conduct

As parents/carers I/we agree to make sure that the following protocols in relation to my child's home learning are upheld:

- I/we will support my child to maintain a regular routine to complete home learning
- I/we will ensure that my child is checking emails from staff and completing the allocated home learning
- I/we will contact subject teachers or form tutors if my child requires additional support
- I/we will alert the school if my child has problems accessing the home learning.

As staff at Sydenham School, we agree to:

- Ensure that all health and safety compliance checks and risk assessments have been undertaken, are kept up to date and that risk assessment measures are upheld by all staff
- Organise classrooms and other learning environments such as workshops and science labs, maintaining space between seats and desks
- Use the timetable and selection of classrooms or other learning environment to reduce movement around the school or building
- Stagger drop-off and collection times
- Provide a balanced online curriculum
- Regular cleaning of the school in line with national protocols
- Provide a safe, disciplined and happy environment in which all students can learn effectively
- Provide a structured and safe place for students to speak with each other, away from the corridors
- Be available to listen to, discuss and act to resolve concerns expressed by parents /carers and students
- Consistently respond to students who are not following Covid-Safe Behaviour Protocols to ensure that the safety of the school community is maintained
- Maintain our social distancing responsibilities at all times
- Follow Covid-Safe hygiene protocols.

As a student of Sydenham School, I will:

- Follow the Sydenham School Covid-Safe Behaviour Code of Conduct alongside the As Sydenham Students Code of Conduct.

Consistent Systems and Routines – Responsibilities and Expectations of Classroom Teachers at Sydenham School

Consistent systems and routines help to support positive relationships between staff and students and are vital to ensure there is a calm and orderly environment throughout the school so that all students can focus on learning in all lessons. These consistent systems and routines are also an important part of creating an environment in which students feel safe at all times within the school community and the wider life of the community around Sydenham. Some amendments to these responsibilities and expectations are required so that both staff and students remain safe within the school environment.

At all times, in our implementation of these systems and routines, we must ensure that reasonable adjustment is provided for students with special educational needs and disabilities. This will balance individual needs with the needs of the school community as a whole.

It is the responsibility of every teacher at Sydenham to consistently meet the following expectations for lessons that take place on the school site:

Time of day	Expectations of staff at Sydenham (Covid-Safe Amendments in red)
Start of lessons	1. Lesson planned in line with the Sydenham Learning and Teaching Policy 2. Seating plan in place which is strictly adhered to 3. Arrive in time to the lesson, with resources, ready to teach 4. Maintain the silent corridor expectation so that instructions about social distancing can be clearly heard by everyone. 5. Greet students at the door with a smile whilst maintaining social distancing 6. The Do It Now task is distributed or explained at door if this can be done whilst maintaining social distancing rules, on desks or on the board as students enter 7. Staff ensure the 5 to Start protocol is followed by all students **8.** Register taken within 5 minutes and the SIMS protocols used for any suspected truancy. **Five to Start =** 1. Enter room politely and in silence 2. Ready to learn – in full school uniform, listen to instructions 3. Place Planner, equipment and exercise book on desk 4. Place bags under the desk/designated area 5. Begin the 'Do It Now'.
During lessons	1. Lesson delivered in line with the Sydenham Learning and Teaching Policy 2. Apply recommendations in IEPs and IBPs to ensure consistency of student experience across the school 3. Use positive and pre-emptive corrections in line with the school Behaviour Policy 4. Latecomers are welcomed and recorded on SIMS. Action is taken in line with the school Behaviour Policy. Students are not sent away from a lesson in order to get notes with reasons for their lateness. 5. Use of praise and positive reinforcement (ratio of 5:1) in line with the school reward policy and display on the board where possible 6. Find opportunities to check Planners for Homework whilst maintaining social distancing, having set homework in line with the frequency in the Homework Policy. 7. Use the 'three line' method of warnings where necessary. Where a student is not following Covid-Safe behaviour expectations, contact On Call immediately. 8. Students should rarely be asked to wait outside the room alone and never for over two minutes. 9. The Sydenham Safeguarding Policy is followed at all times. 10. Maintain social distancing of 2m wherever possible. 11. Ensure good hand hygiene and the Catch It Bin It Kill It protocol is followed.
End of lessons	1. Staff ensure the 5 to Finish protocol is followed by all students 2. Be at the door to dismiss students calmly – standing in a position that allows social distancing 3. Ensure the corridor is calm and students stay in silence as your class leaves 4. Ensure students follow social distancing rules on the corridor as they leave 5. Maintain the silent corridor expectation as students leave 6. Ensure any behaviour for learning matters are followed up in line with the Behaviour Policy and recorded on SIMS 7. Room is left tidy and desk cleared for the next teacher and to support cleaning routines. **Five to Finish =** 1. Tidy room and put all equipment away 2. Planner check 3. Pack your bag 4. Stand behind desks in silence for dismissal 5. Leave the room politely and in silence

Break duties	1. Use every opportunity to establish positive relationships 2. Active duties, circulating and engaging with students. Encouraging excellent habits of recycling and disposal of rubbish 3. Ensure social distancing protocols are followed by all students at all times 4. Immediately report a student who is not following social distancing protocols to On Call or a member of the Senior Leadership Team. 5. Reinforce all aspects of the school behaviour policy. 6. Ensure any behaviour for learning matters are followed up in line with the Behaviour Policy and recorded on SIMS.

Consistent Systems and Routines – Responsibilities and Expectations of Tutors at Sydenham School

Of central importance in Sydenham School Behaviour Policy is the pivotal role that tutoring plays in encouraging positive relationships within the school community and ensuring students are fully supported with both pastorally and academically. Quality tutoring, and a positive relationship with at least one member of staff in the school, is a key entitlement for all students in every year group of the school. Tutors are led by the Year Learning Coordinators, with the support of the Deputy Year Learning Coordinators. Due consideration for staff workload and wellbeing should be taken in the leadership of the tutor teams.

The expectations of tutors in Years 7-11 are as follows:

Aspect of tutoring	**Tutor expectations**
Organisation of tutor time and assembly	1. Arrive on time every day 2. Greet students at the door with a smile no later than 8.50am 3. Consistently follow the 5 to start 5 to finish protocol 4. Use seating plans based upon student data and knowledge of students; change these frequently 5. Ensure all students are engaged in the year group pastoral programme throughout every tutor time 6. Manage behaviour during tutor time in line with the Sydenham Behaviour Policy 7. Seating plans in place, based upon student data and knowledge of students 8. Sign planners on a weekly basis 9. Ensure students arrive in an orderly fashion for assembly and monitor behaviour throughout assembly. 10. Remain in the assembly hall throughout unless in pre-arranged (with YLC) academic/tutor mentoring session. 11. Apply recommendations in IEPs and IBPs to ensure consistency of student experience across the school.
Building relationships with students	1. Be the first point of contact for students when they have concerns 2. Be the first point of contact for subject teachers when they have concerns about a student 3. Recognise positive behaviours in tutees (either within class, on a one to one basis, or through contact with home) 4. Support positive relationships between students within the tutor group/wider year group, supporting restorative practice / conflict resolution meetings where appropriate 5. Proactively welcome new students to the tutor group and ensure new students to the school are allocated a buddy to support. Monitor these students closely in line with the In Year Admissions protocols.
Uniform and equipment	1. Conduct a daily uniform check as students enter the classroom/assembly. Verbally praise students in the correct uniform 2. Confiscate non-uniform items and hand to reception (contact Period 1 On Call if the student has refused to hand in a non-uniform item and log on SIMS). 3. Conduct a daily equipment check. Follow up 4. Place a lunchtime detention sticker in the Planner for students with incorrect shoes/bag and add onto the lunchtime detention list 5. Contact home when students have repeat occurrence of uniform/equipment issues in line with the Behaviour Policy
Attendance and punctuality	1. Take the register within 5 minutes of 8.50am. Record any students who entered the room after 8.50am as late 2. Check the detention lists on a daily basis and inform any students on either the SLT detention list or the punctuality detentions list of their detention. Ensure the student writes the detention in their Planner 3. Contact parents or carers for students with attendance between the set parameters. Log phone calls on CPOMs.
Parental engagement	1. Be the first point of contact for parents or carers. Tutor email addresses will be shared with parents or carers during the first two weeks of term 2. Attend the year group's Learning Journey Evening/Study Skills Evening at the start of the academic year

	3. Phone home to make contact with parents or carers who have not attended the Learning Journey Evening/Study Skills Evening at the start of the academic year 4. Attend the year group's Parents' Evening; ensure the most recent academic and behaviour data has been checked and is to hand for this evening 5. Write tutor reports once per year 6. Contact home for any student who is placed onto tutor report 7. Respond within 24 hours to any contact from parents or carers, following the parental engagement protocol 8. Meet with identified parents or carers in Progress Point Review meetings (during Directed Time). 9. Make introductory contact with the family of new students within the first week of the student's arrival within the tutor group.
Behaviour for Learning Policy (particularly C1-3 incidents)	1. Attend occassional INTEX return meetings or mobile phone meetings upon request 2. Monitor daily SIMS log and discuss incidents with students and ensure they will follow sanctions 3. Support restorative meetings with students or staff where appropriate 4. Monitor a student on tutor report – reviewed on a fortnightly basis on SIMS and recorded on CPOMS 5. To immediately alert the YLC/SLT or On Call if there are concerns about a conflict between students which may escalate during the school day.
Academic progress and extra-curricular engagement	1. Carry out academic mentoring for tutees – in time allocated by the YLC/DYLC 2. Check homework is being recorded during weekly Planner checks. Where a lack of homework is identified from a particular subject (on a tutor group basis), contact the relevant subject teacher and Curriculum Leader 3. Support students with organisation and independent learning techniques through the pastoral programme and academic mentoring programme 4. Monitor extra-curricular participation of tutees within agreed parameters. Support students to join clubs if they are not participating 5. Ensure all students have access to revision materials.
Safeguarding	1. Be aware of any ongoing CP issues (as informed by the Safeguarding Team) 2. Check data to ensure LAC students are identified and work with Inclusion to ensure consistent support for these students and their carers 3. Be aware of the outcomes of a PEP meeting and attend where possible and appropriate 4. Report any Child Protection concerns in person, in line with the Sydenham Safeguarding and Child Protection Policy 5. Report any Child Protection and safeguarding concerns on CPOMs 6. Liaise with families and communicate concerns following liaison with the Safeguarding Team 7. Record any intervention/communication on CPOMs
Year Group Specific	**Year 7**: Monitor Dare to be Challenged participation within the tutor programme **Year 8:** Support students with Options Choices **Year 9:** Support students to develop long-term retrieval practice techniques from the start of their GCSEs. Support with Prefect application process **Year 10:** Support the Work Experience programme and Employability Day **Year 11:** Provide references upon request; support students with post-16 choices; ensure all students have and are following an effective revision timetable.
Meetings and directed time	1. Attend all year group Team Meetings during directed time. 2. Complete tasks allocated by the YLC during Team Meeting directed time.

Covid-Safe responsibilities of tutors:

Aspect of tutoring	Tutor expectations
Organisation of tutor time and assembly	Send out the weekly virtual registration to tutor group on the allocated day.
Building relationships with students	Be the first point of contact for students when they have concerns about their home learning Be the first point of contact for subject teachers when they have concerns about a student's home learning Contact home for allocated students in the tutor group in the allocated time frame.
Uniform and equipment	Inform the YLC if a student is not able to engage in home learning due to a lack of adequate equipment or data at home.
Attendance and punctuality	Send out the weekly virtual registration to tutor group on the allocated day Contact parents or carers for allocated students who do not appear to be engaging in home learning.
Parental engagement	Be the first point of contact for parents or carers and respond to parental concerns promptly Contact home for allocated students in the tutor group in the allocated time frame Ensure I am following GDPR guidance in relation to contact with parents or carers.
Behaviour for Learning Policy (particularly C1-3 incidents)	
Academic progress and extra-curricular engagement	Provide support for identified students to enable them to engage in the home learning Liaise with subject teachers to support catch up for students who have fallen behind with home learning.
Safeguarding	Immediately log issues on CPOMs where there are concerns about a child's safety or wellbeing Copy in the Year Group Comms email to any emails to students or parents.
Year Group Specific	
Meetings and directed time	Attend all remote year group Team Meetings.

Responsibilities and Expectations of Year Learning Coordinators at Sydenham School

Year Learning Coordinators are responsible for ensuring high standards of behaviour, the social and emotional well-being and student progress and achievement within their year group. At all times, YLCs are expected to explicitly develop and reinforce the 'As Sydenham Students…' behaviour expectations of students.

Key responsibilities of YLCs, with the support of DYLCs, in the implementation of the Sydenham School Behaviour Policy include:

- Leading, training and monitoring the team of tutors and ensuring the expectations of tutors are consistently being met in each tutor group
- Ensuring a rigorous tutor programme is in place and consistently being delivered across tutor groups
- Managing behaviour within the year group, including proactively identifying patterns in behaviour and taking action to respond to these patterns
- Investigating and resolving incidents and preparing relevant reports and documentation as necessary
- Leading on internal exclusions within the year group, including the reintegration meetings
- Proactively engaging with parents or carers and supporting with Fixed Term Exclusion reintegration meetings
- Celebrating the positive achievements and behaviours of students by implementing the Rewards and Recognition Policy
- Delivering high quality, academically rigorous assemblies that promote HPL, SMSC, SRE and British Values
- Leading on relevant sections of the PSP and pre-PSP process and monitoring students on report
- Ensuring a system of academic monitoring is in place to ensure support is in place for students
- Taking a leadership role within the Team Around the School meetings and ensuring actions from the meetings are coordinated and followed up
- Ensuring excellent attendance and punctuality within the year group
- Ensuring students attend lunchtime and after school detentions
- Participating in the following duty rotas: lunch time and after school detention, lunchtime, On Call, after school
- Leading the Deputy YLC to support the delivery of the Behaviour Policy
- Ensuring that the recommendations in Individual Behaviour Plans are implemented consistently within faculties
- Ensuring the implementation of the Behaviour Policy within the year group is in line with the Equality Policy and fulfils the Public Sector Equality Duty
- Supporting reasonable adjustment for students with special educational needs or disabilities within their year group.

Covid-Safe Addendums to the responsibilities of Year Learning Coordinators:

- Coordinate the response to student engagement data
- Coordinate the schedule for contacting home for the year group and ensure this is adhered to by all relevant members of staff
- Liaise with the Designated Safeguarding Lead about contact home for vulnerable students and ensure all contacts are logged on CPOMs.

Responsibilities and Expectations of Curriculum Leaders at Sydenham School

Curriculum Leaders, with the support of Subject Leaders, have a core responsibility to ensure that the Behaviour Policy is implemented consistently and to a high standard in every classroom and that there is a calm and orderly environment throughout the school, meaning that all students can focus on learning in all lessons. At all times, CLs are expected to explicitly develop and reinforce the 'As Sydenham Students…' behaviour expectations of students.

Key responsibilities of CLs, with the support of SLs, in the implementation of the Sydenham School Behaviour Policy include:

- Leading, training and monitoring classroom teachers and ensuring the expectations of classroom teachers are consistently being met by each teacher in the faculty
- Managing behaviour within the faculty, including proactively identifying patterns in behaviour and taking action to respond to these patterns. This will include the analysis of calls to On Call, homework records, detentions, etc. in order to identify the need for any support. Where needed for any reason, intervention at faculty level should be implemented
- Proactively engaging with parents and supporting with reintegration meetings for incidents within the faculty
- Celebrating the positive achievements and behaviours of students within the faculty by implementing the Rewards and Recognition Policy
- Monitoring students on report within the faculty
- Ensuring a Faculty On Call Shadow Timetable is in place
- Ensuring excellent attendance and punctuality to lessons within the faculty
- Ensuring excellent behaviour at transitions between lessons, on the corridors around the faculty
- Ensuring students attend lunchtime and after school detentions within the faculty
- Participating in the following duty rotas: lunch time and after school detention, lunchtime and On Call

- Leading the Subject Leaders to support the delivery of the Behaviour Policy
- Ensuring the implementation of the Behaviour Policy within the faculty is in line with the Equality Policy and fulfils the Public Sector Equality Duty
- Supporting reasonable adjustment for students with special educational needs or disabilities within the faculty
- Ensure that planning and resource preparation within lessons removes any potential barriers for learning
- Monitoring the quality of cover work and behaviour in cover lessons
- Following up on behaviour concerns from cover lessons.

Covid-Safe Addendums to the responsibilities of Curriculum Leaders:

- Ensure that home learning is adequately differentiated to support engagement by all students at home
- Ensure that members of the faculty complete Student Engagement data entry to the deadline
- Ensure that members of the faculty contact the families of students who are not engaging with home learning unless the student has been flagged for central support from the pastoral or inclusion team
- Ensure that patterns in the non-completion of home learning are identified and proactively responded to.

Responsibilities and Expectations of the Senior Leadership Team Sydenham School

The implementation and daily management of the Behaviour Policy is the responsibility of the Senior Leadership Team. It is the responsibility of the SLT to ensure that a consistent approach to behaviour management is taken by all staff at Sydenham School. This includes through the line management of curriculum areas, via the Curriculum Leader.

The SLT Line Manager for each year group is responsible for leading the YLC on all aspects of their role and this includes:

- Dealing with serious incidents when the YLC is not available or feels the matter is serious enough to be referred to a senior member of staff for action.
- Supporting the YLC with the investigation of Category 4 and 5 incidents. This should then be passed to the Deputy Head for a recommendation for exclusion to be made to the Headteacher.
- Attending tutor team meetings.
- Monitoring the quality of tutoring within the year group.
- Proactively engaging with parents and supporting with Fixed Term Exclusion reintegration meetings.
- Celebrating the positive achievements and behaviours of students by implementing the Rewards and Recognition Policy.
- Delivering high quality, academically rigorous assemblies that promote HPL, SMSC, SRE and British Values.
- Leading on relevant sections of PSP and pre-PSP process.
- Monitoring reasonable adjustments for students with special educational needs or disabilities within their year group.
- **Covid-Safe Addendums to the responsibilities of the Senior Leadership Team, led by the Headteacher:**
- Ensure all staff are fully briefed on Covid-Safe behaviour protocols and the changes to the home school agreement.
- Ensure that staff or student concerns about Covid-Safe behaviour protocols are dealt with swiftly.
- Ensure solutions are in place to support staff work load related to Covid-Safe expectations.
- Rigorously monitoring risk assessments and reviewing protocols where necessary.
- Ensuring an On Call and Duty rota is in place to support Covid-Safe behaviour protocols throughout the school.

All members of SLT are expected to participate in the following duty rotas: break time, lunch time, lunch time and after school detention, lunchtime, On Call, after school. All members of SLT are expected to lead a screening or a search process if required.

Responsibilities and Expectations of the Headteacherat Sydenham School

The Headteacher is responsible for making final decisions on exclusions. In doing this she is also responsible for making sure statutory requirements are met for both the DFE and Local Authority, including in cases of exclusion. The Governing Body will receive a summary of behaviour points, merits and exclusions broken down by year group, SEND status and ethnicity as part of the termly report from the Headteacher. The Headteacher will ensure that relevant information is provided to the Local Authority as required.

Rewards and Recognition for Positive Behaviour

The use of rewards and recognition for students' positive behaviour should be integral to the day to day practice of all staff at Sydenham School. The aim of these 'pro-active' behaviour approaches is to improve behaviour by reinforcing positive behaviours and to 'nudge' students from the use of social normative messages to prevent negative behaviours occurring.

When rewarding and recognising students, staff should make use of the language of HPL and the expectations of students outlined in the 'As Sydenham Students….' document. In all aspects of the use of rewards and recognition, reasonable adjustment should be made for students with special educational needs or a disability.

It is a key expectation that throughout the school, rewards and recognition are used to a greater extent than the use of sanctions or consequences. At Sydenham, rewards and recognition in the classroom setting can take many forms and all teachers should:

1. Consistently, greeting pupils at the classroom door to positively and personally connect with each student, deliver 'pre-corrective' statements to remind students of class expectations, and deliver behaviour-specific praise.
2. The routine use of behaviour-specific praise and social normative messages, focusing upon a '5:1 ratio' of positive-to-negative interactions. The 5:1 ratio theory is that for every criticism or complaint that a member of staff issues, five specific compliments, approval statements and positive comments or non-verbal gestures should be offered to a class.[1]
3. Record the names of students who are demonstrating positive behaviours, or improvement in behaviour, on the board.
4. Use the Merit system, tied to High Performance Learning behaviours, and record these on SIMs.
5. Proactively make contact with parents to recognise positive behaviour, or improvement in behaviour. Teachers should develop personal approaches to this, and be mindful of their workload when doing so. Positive contact with parents should be specific about the positive behaviours shown and can be via:
    a. Notes in planners, written during the lesson
    b. Phone calls home
    c. Post cards home
    d. Letters or emails home
6. Recognise positive behaviour, or improvement in behaviour, when completing daily report cards for students who are on report.
7. Emailing students and families in recognition of excellent effort or excellent standards of work.

At a whole school level, rewarding and and recognising students' positive behaviour also includes:

1. The Gold Standard: This is awarded after each progress point and on the basis of a combination of attendance, punctuality, merits/demerits and Ready to Learn/Independent Learning scores.
2. Presentation Evening: This annual event includes subject and year based prizes for students linked to both academic attainment and HPL Learning behaviours.
3. The Prefect system: This system recognises the cumulative positive behaviours of students in Year 10 and 11.
4. The presentation of bespoke certificates in assemblies and the celebration of participation in extra-curricular activities.
5. The use of audio-visual displays around the school to recognise positive behaviour and extra-curricular participation.
6. The use of the school newsletter to recognise positive behaviour and extra-curricular participation.
7. Head Teacher/SLT Commendation Tea Parties for students who have been nominated by subject teachers and tutors for excellent HPL Behaviours.
8. Thank You business cards for students who have demonstrated excellent behaviour at break and lunchtimes/excellent attitude to learning during lessons.

[1] https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf

Categorisation of Incidents and Actions

To ensure that there is equality amongst students and that there are clear consequences which are applied consistently by all members of staff, incidents and the consequence actions are grouped into five different categories. In all instances sanctions are applied on an individual basis rather than for a whole group/class.

Reasonable adjustment must be provided for students with special educational needs and disabilities. This will balance individual needs with the needs of the school community as a whole.

At the heart of the Sydenham School ethos are the following two approaches:

1. **'Over-correction' or 'positive practice'** in which students are given the opportunity to rectify their behaviour or repeat the correct version their behavior when they have acted inappropriately. Where appropriate, 'over-correction' and 'positive practice' should be reinforced by the use of positive language related to the High Performance Learning Values, Attitudes and Attributes. The principle of 'over-correction'/'positive practice' principle is of particular relevance to Category 1 incidents.
2. **'Restorative practice'** where students are encouraged to understand the impact of their actions and take steps to put it right. At the heart of this, staff should use strategies to resolve incidents after they have occurred and work with students to problem solve to find strategies to prevent relationship-damaging incidents from occurring again.

The 'Three Line' System of warnings

At Sydenham School a consistent method of warnings is used if there is disruption in lessons. This system is as follows:

STEP 1: Verbal reminder of expectations
STEP 2: "First line": Name recorded on board
STEP 3: "Second line" Demerit logged on SIMS, 15 minute detention (see Category 1 in Behaviour Policy for follow up)
STEP 4: "Bottom line/third line" Removed with on call (see Category 2 in Behaviour Policy for follow up) and phone call home.

Covid-Safe Addendum:

In instances where a student fails to follow the Covid-Safe code of conduct, in a way that places the health and safety of the school community at risk, the 'Three Line' system of warnings does not apply. Staff should contact On Call or a member of the Senior Leadership Team for support and the student will immediately be removed from the lesson and remain out of circulation for the remainder of the child's school day.

In instances where the student's behaviour is beyond the control of the school and constitutes an ongoing risk to the health and safety of the school community, a student's parents or carers will be contacted and the child will be sent home. This will constitute a Category 4 incident and be counted as a Fixed Term Exclusion.

Categorising Incidents – for follow up and logging on SIMS

Please refer to the detailed guidance related to each incident (below) to ensure that each incident is followed up consistently.

Key for ownership of incident follow up (in brackets): ST = subject teacher W = Member of staff witnessing incident YLC/DYLC = (Deputy) Year Learning Coordinator CL = Curriculum Leader

Category 1: – This is **low level** disruption. This is managed by the member of staff who witnesses the incident. **Outcome:** STUDENT RECTIFIES BEHAVIOUR WHERE POSSIBLE (this may involve 'Over-Correction'/'Positive Practice' where the student repeats the correct behaviour when they have acted inappropriately) - AND RESOLVES WITH TEACHER. IF NO RESOLUTION à SHORT TEACHER DETENTION (15 minutes) OR SHORT PASTORAL LUNCHTIME DETENTION (15 minutes).	**Category 2:** – This is a **medium** level of disruption. *When in lesson*, this is managed by teacher & subject leader/curriculum leader which may lead to referral to DYLC/YLC for further follow up. *When out of lesson*, this is managed by the member of staff who witnesses the incident and referred to the DYLC/YLC for further follow up. **Outcome:** FULL PASTORAL LUNCHTIME DETENTION (half hour), SUBJECT TEACHER DETENTION (half hour), SLT DETENTION (1 hour) *May lead to tutor or subject report.*
Arguing with another student: in lesson (ST) Arguing with another student: out of lesson (W) Calling out/talking in lessons (ST) Chewing gum (W) Computer misuse (minor infringement of Acceptable Use of IT Policy) (ST) Crossing road in front of school (W) Eating in corridors (W) Eating in lesson (ST) Failure to bring equipment or kit (ST) Failure to complete classwork (ST) Infringement of uniform policy (single incident) (W) Late to lesson (without a note or reason from a member of staff) (ST & YLC) Littering (W) Mobile phone seen on site (W) No homework submitted – initial incident. (ST) Pushing into the queue in the canteen or bus queue (W) ~~Refusal to sit where asked to by member of staff (W)~~ Rudeness to another person – in lessons (W) Rudeness to another person – out of lessons (W) Running in corridors (W) Shouting in corridors (W) Swearing or inappropriate language (W) Throwing water (W)	Arguing with another student: out of lesson (W) Arguing with another student: in lesson (ST) Computer misuse (moderate infringement of Acceptable Use of IT Policy) (ST) Disrespecting canteen environment (W) Disrespecting the school environment – in lesson (ST) Disrespecting the school environment – out of lesson (W) Failure to complete homework consistently. (ST) Failure to follow instructions/defiance – in lesson (ST) Grouping around an incident/argument (W à DYLC/YLC) Late to lesson (repeat occurrence) (ST) Outside of lessons failure to follow instructions (repeated twice by same member of staff or once by another member of staff) (W) Failure to resolve with a teacher when requested (ST/W) Inappropriate / offensive language (ST/W) Discriminatory language (ST/W) Infringement of uniform policy – shoes/no blazer/no jumper/no bag (ST/W) Infringement of uniform policy – repeat occurrence (x3 in half term) (YLC) Misuse of social media with a moderate impact upon the order of the school (W à YLC/DYLC cc: tutor) On call - low level persistent disruption in class , after reached bottom line (ST) Persistent failure to bring equipment/kit (ST) Poor behaviour in the bus queue/on bus (W à YLC/DYLC cc: tutor) Poor behaviour in the local community(W à YLC/DYLC cc: tutor) Talking in a test/exam (ST) Talking in assembly (tutor) Theft (minor) (W à YLC/DYLC cc: tutor) Truancy from lesson (first occurrence) (ST à YLC/DYLC follow up) Walking away from a member of a staff (W) Water fight/throwing water – repeated (W à DYLC/YLC)
Category 3 – This is a **serious** level of disruption. This is led by the YLC and may be referred to the SLT Line Manager for the year group. **Outcome**: INTEX *May lead to YLC or DYLC report. Persistent disruption at a Category 3 level may lead to a tier 1/2 PSP.*	**Category 4** – This is **very serious** level of disruption. This is led by the SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off. **Outcome:** FIXED TERM EXCLUSION *May lead to YLC (first instance) or SLT LM (repeat behaviour) report. Persistent disruption at Category 4 may lead to a tier 3 PSP.*
Bringing Sydenham's reputation into disrepute (W à YLC) Computer misuse (serious infringement of Acceptable Use of IT Policy) (ST àCL à YLC) Cyber bullying (YLC) Dangerous behaviour with an impact upon health and safety within the school or local community (YLC) Failure to follow the instructions of senior staff or On Call (YLC) Failure to hand in mobile phone if requested (YLC) Failure to inform staff of the existence of drugs / alcohol on the school site (YLC) Graffiti/ Minor damage to property (YLC) Homophobic /biphobic/transgender or sexist incident (YLC) Inappropriate physical contact with a member of staff (eg. Pushing past a member of staff) (YLC) Inappropriate sexualised language (YLC) Involvement in a physical fight – not initial instigator of the fight (YLC) Misuse of social media, seriously affecting the order of the school (YLC) Poor behaviour in INTEX (YLC/SLT LM) Racist incident (YLC) Repeat truancy from lessons (YLC + CL if specific subject) Refusal to be searched. (YLC) Possession of a prohibited item (group A) (YLC) Serious incident outside school (YLC) Smoking off site in school uniform including e-cigarettes (YLC) Serious theft (YLC) Truancy off site (YLC) Verbal abuse to another person – including serious arguing affecting the good order of the school. (YLC) Verbal bullying (YLC)	Being in possession of drugs/alcohol Failure to inform staff of the existence of an offensive weapon on the school site. Incidents of fighting inside or outside the school. Intoxication with drugs or alcohol on the school site Physical bullying Persistent C3 incidents Assault of another person Serious damage to property or building Serious distribution of illegal images Serious ongoing bullying Smoking on the premises Truancy from INTEX
	Category 5 – This is an **exceptionally serious** level of disruption. This is led by the Deputy Headteacher, alongside the YLC and SLT Line Manager, before referral to the Headteacher for a final recommendation. **Outcome**: MANAGED MOVE, MANAGED TRANSFER, PERMANENT EXCLUSION.
	Being in possession of an offensive weapon. Indecent or sexual assault Persistent serious behaviour which has not been resolved by PSP tier 3 actions including outside agencies Serious assault on another person Serious threatening behaviour to staff or other students

The following are temporary Covid-Safe addendums to the categorization of incidents:

Code as C2 - Covid

C2: Failure to follow social distancing rules when lining up to enter a lesson

C2: Failure to follow social distancing requirements around the school site

C2: Speaking on the school corridors.

Code as C3 - Covid

C3: Failure to sitting in agreed seat within the seating plan and/or moving from it without permission

C3: Truancy from lesson/session

C3: Failure to follow hand hygiene expectations

C3: Ongoing or deliberate failure to follow social distancing requirements around the school site

C3: Failure to follow social distancing requirements on the bus or in bus queue

C3: Failure to follow social distancing requirements outside school, when identified as a member of the school community

C3: Failure to follow the instructions of a member of staff inside or outside a lesson related to the Covid-Safe Code of Conduct.

Code as C4 - Covid

C4: Refusal to have temperature checked upon arrival on the school site

C4: Attending school with symptoms of Covid-19 (cough, difficulty breathing or high temperature), without a negative test, and refusing to follow instructions of school medical protocol

C4: Attending school when a household member has had symptoms of Covid-19 (cough, difficulty breathing or high temperature) within the past 14 days, without a negative test, and refusing to follow instructions of school medical protocol

C4: Dangerous behaviour affecting the health and safety of other members of the school community – eg. coughing deliberately without covering your mouth.

Code as C5 - Covid

C5: Serious deliberate endangerment of other members of the school community through a serious and deliberate failure to follow the Covid-Safe code of conduct.

Category 1 Incidents

Category 1 – This is **low level** disruption.
This is managed by the member of staff who witnesses the incident.
Outcome: STUDENT RECTIFIES BEHAVIOUR WHERE POSSIBLE (this may involve 'Over-Correction'/'Positive Practice' where the student repeats the correct behaviour when they have acted inappropriately) - AND RESOLVES WITH TEACHER.
IF NO RESOLUTION à SHORT TEACHER DETENTION (15 minutes) OR SHORT PASTORAL LUNCHTIME DETENTION (15 minutes).

Category 1 incidents	Action	By whom	Communication and logging follow through
Arguing with another student: in lesson	Use of the Three Line system of warnings – note if the student is removed On Call this becomes either Category 2 or 3 as appropriate.	Subject teacher	Logged on SIMS

	YLC or member of SLT informed before end of lesson so that action can be taken to stop escalation.		Phone call home if third line or bottom line (C2+) YLC or member of SLT informed before end of lesson so that action can be taken to stop escalation.
Arguing with another student: out of lesson	Over-correction/Positive Practice – if continued after initial request à short lunch detention and demerit logged on SIMS. If continued arguing --> Becomes a Category 2 incident YLC or member of SLT informed as soon as possible so that action can be taken to stop escalation.	Member of staff witnessing incident	Logged on SIMS + detention list YLC or member of SLT informed as soon as possible so that action can be taken to stop escalation.
Calling out/talking in lessons	Use of the Three Line system of warnings – note if the student is removed On Call this becomes either Category 2 or 3 as appropriate.	Subject teacher	Logged on SIMS Phone call home if third line or bottom line
Chewing gum	Over-correction/Positive Practice – removal of gum + gum confiscated Gum confiscated If continued chewing: Short lunchtime detention and demerit logged on SIMS	Member of staff witnessing incident	Logged on SIMS
Computer misuse (minor infringement of Acceptable Use of IT Policy)	Use of the Three Line system of warnings (second line = C1 and short teacher detention). Note if the student is removed On Call this becomes either Category 2 or 3 as appropriate.	Subject teacher	Logged on SIMS Phone call home if third line or bottom line If safeguarding concern, log on CPOMs
Crossing road in front of school	Short lunchtime detention and demerit logged on SIMS	Member of staff witnessing incident	Logged on SIMS + detention list
Eating in corridors	Over-correction/Positive Practice If continued eating: Short lunchtime detention and demerit logged on SIMS	Member of staff witnessing incident	Logged on SIMS
Eating in lesson	Use of the Three Line system of warnings (second line = C1 and short teacher detention). Note if the student is removed On Call this becomes Category 2.	Subject teacher	Logged on SIMS Phone call home if third line or bottom line
Failure to bring equipment or kit	Short teacher detention if in lesson/lunchtime detention if in tutor time	Subject teacher	Logged on SIMS (+ detention list)
Failure to complete classwork	Use of the Three Line system of warnings (second line = C1 and short teacher detention). Note if the student is removed On Call this becomes Category 2.	Subject teacher	Logged on SIMS Phone call home if third line or bottom line
Infringement of uniform policy (single incident)	Over-correction/Positive Practice: Students given opportunity to correct uniform before coming through the gate. If uniform infringement occurs once through the school gate: Confiscation of item. (Jewellery and accessories kept until the end of the half term. Outdoor clothing and hoodies kept until the end of the day). Make up/eyelashes/nail varnish removed. Fake nails chopped down. ➔ If student refuses instruction to hand in non-uniform item/remove make up/eyelashes/nails treat as Category 2 'failure to follow instructions' Students with incorrect uniform in lunch detention until rectified.	Member of staff seeing infringement	Logged on SIMS + detention list Daily logging by admin of uniform log from the gate. For fake nails, tutor contacts home to ask for removal for next day.
Late to lesson (without a note or reason from a member of staff)	Over-correction and it is explained to a student this willl result in an automatic 20 minute detention the following day. Ensure this is recorded in planner. Student responsibility to catch up on work missed.	Subject teacher mark student late to lesson. D/YLC – attendance at late to lesson detention	Logged on SIMS Tutor reminds student next day of late to lesson detention.
Littering	Over-correction/Positive Practice – student picks up litter dropped If fails to pick up litter: Short lunchtime detention and demerit logged on SIMS	Member of staff witnessing incident	Logged on SIMS + detention list
Mobile phone seen on site	Confiscation of mobile phone, placed in school safe. Demerit logged on SIMS. Headteacher's PA arranges Mobile Phone Return meeting with Headteacher/SLT	Member of staff witnessing incident	Logged on SIMS
No homework submitted – initial incident.	Student given opportunity to hand in homework the next day. If not handed in, short teacher detention next day and demerit logged on SIMS	Subject teacher	Logged on SIMS if not handed in next day
Pushing into the queue in the canteen or bus queue	Over-correction/Positive Practice If not resolved at the time: Short lunchtime detention and demerit logged on SIMS	Member of staff witnessing incident	Logged on SIMS + detention list

Refusal to sit where asked to by member of staff	Use of the Three Line system of warnings (second line = C1 and short teacher detention). Note if the student is removed On Call this becomes Category 2.	Subject teacher	Logged on SIMS Phone call home if third line or bottom line
Rudeness to another person – in lessons	Use of the Three Line system of warnings (second line = C1 and short teacher detention). Note if the student is removed On Call this becomes Category 2.	Subject teacher	Logged on SIMS Phone call home if third line or bottom line
Rudeness to another person – out of lessons	Over-correction/Positive Practice If not resolved at the time: Short lunchtime detention and demerit logged on SIMS	Member of staff witnessing incident	Logged on SIMS + detention list
Running in corridors	Over-correction/Positive Practice If not resolved at the time: Short lunchtime detention and demerit logged on SIMS	Member of staff witnessing incident	Logged on SIMS + detention list
Shouting in corridors	Over-correction/Positive Practice If not resolved at the time: Short lunchtime detention and demerit logged on SIMS	Member of staff witnessing incident	Logged on SIMS + detention list
Swearing or inappropriate language	Over-correction/Positive Practice and demerit logged on SIMS If not resolved at the time: Short lunchtime detention and demerit logged on SIMS	Member of staff witnessing incident	Logged on SIMS + detention list
Throwing water	Over-correction/Positive Practice Confiscation of water bottle until end of break (the bottle will be recycled if there is a hole in the top) If not resolved at the time: Short lunchtime detention and demerit logged on SIMS If continues see Category 2	Member of staff witnessing incident	Logged on SIMS + detention list

Category 2 Incidents

Category 2 – This is a **medium** level of disruption.
When in lesson, this is managed by teacher & subject leader/curriculum leader which may lead to referring to DYLC/YLC for further follow up.
When out of lesson, this is managed by the member of staff who witnesses the incident and referred to the DYLC/YLC for further follow up.
Outcome: FULL PASTORAL LUNCHTIME DETENTION (half hour), SUBJECT TEACHER DETENTION (half hour), SLT DETENTION (1 hour)
May lead to tutor or subject report.

Category 2 incidents	Action	By whom	Communication and logging follow through
Arguing with another student (after initial warning): out of lesson	Full lunchtime detention. If appropriate, treat as Category 3 'verbal abuse'. YLC or member of SLT informed as soon as possible so that action can be taken to stop escalation.	Member of staff witnessing incident	Logged on SIMS + detention list Phone call home. YLC or member of SLT informed as soon as possible so that action can be taken to stop escalation.
Computer misuse (moderate infringement of Acceptable Use of IT Policy)	Use of the Three Line system of warnings. Full subject teacher detention	Subject teacher	Logged on SIMS Phone call home if third line or bottom line If safeguarding concern, log on CPOMs
Disrespecting canteen environment	Over-correction/Positive Practice + Full lunchtime detention	Member of staff witnessing incident	Logged on SIMS + detention list Phone call home
Disrespecting the school environment – in lesson	Over-correction/Positive Practice + Full subject teacher detention	Subject teacher	Logged on SIMS Phone call home
Disrespecting the school environment – out of lesson	Over-correction/Positive Practice + Full lunchtime detention	Member of staff witnessing incident	Logged on SIMS + detention list Phone call home
Failure to complete homework consistently.	Full teacher detention	Subject teacher	Logged on SIMS Phone call/email home
Failure to follow instructions/defiance – in lesson	Use of the Three Line system of warnings.	Subject teacher	Logged on SIMS Phone call home if third line or bottom line
Late to lesson (repeat occurrence)	Automatic after school detention of 20 minutes. Same day unless Period 6-7 (when added to the next day). Student added to list for the late detention. DYLC and YLC audit punctuality to lessons reports and if persistent, student goes on Punctuality/Attendance Report.	Subject teacher	Logged on SIMS to activate detention. Text home re: detention. Phone call home by subject teacher.
Outside of lessons failure to follow instructions (repeated twice by same member of staff or once by another member of staff)	Over-correction/Positive Practice + Full lunchtime detention	Member of staff witnessing incident	Logged on SIMS Phone call home
Failure to resolve with a teacher when requested	Full lunch time detention or subject teacher detention	Subject teacher or member of staff witnessing initial incident	Logged on SIMS + detention list Phone call home
Inappropriate / offensive language	Full lunch time detention or subject teacher detention	Subject teacher or member of staff witnessing incident	Logged on SIMS + detention list Phone call home
Discriminatory language	Full lunch time detention or subject teacher detention	Subject teacher or member of staff witnessing incident	Logged on SIMS + detention list Phone call home
Infringement of uniform policy – shoes/no blazer/no jumper/no bag	Student sent to YLC to discuss situation. Bag borrowed Student given temporary uniform pass in planner. Full lunchtime detention until rectified.	Subject teacher or member of staff witnessing incident	Logged on SIMS + detention list Phone call home by YLC
Infringement of uniform policy – repeat occurrence (x3 in half term)	Follow relevant C1 or C2 policy. Full lunchtime detention until rectified Student reports to gate each morning for full uniform check for 2 weeks.	YLC	Logged on SIMS + detention list Phone call home by YLC
Misuse of social media with a moderate impact upon the order of the school	E-evidence collected and stored securely on CPOMS Full lunch time detention	Refer to the YLC/DYLC and cc tutor	Logged on SIMS + detention list Phone call home
On call - low level persistent disruption in class , after reached bottom line	Full subject teacher detention	Subject teacher	Logged on SIMS Phone call home

Persistent failure to bring equipment/kit	Full subject teacher detention	Subject teacher	Logged on SIMS Phone call/email home
Poor behaviour in the bus queue/on bus	Full lunchtime detention	Refer to YLC/DYLC and cc tutor	Logged on SIMS + detention list Phone call/email home
Poor behaviour in the local community	Full lunchtime detention	Refer to YLC/DYLC and cc tutor	Logged on SIMS + detention list Phone call/email home
Talking in a test/exam	Full subject teacher detention	Subject teacher	Logged on SIMS Phone call home
Theft (minor)	Full lunchtime detention The student may be searched in line with the searching protocol	Refer to YLC/DYLC and cc tutor	Logged on SIMS + detention list Phone call home
Truancy from lesson (first occurrence)	See Truancy Protocol for initial actions. Full subject teacher detention On Report to YLC/DYLC for two weeks after truancy	Subject teacher YLC/DYLC coordinate follow up report	Logged on SIMS Phone call home
Walking away from a member of a staff	Full lunchtime detention	Member of staff witnessing incident	Logged on SIMS + detention list Phone call home
Water fight/throwing water – repeated	Full lunchtime detention Confiscation of water bottle	Refer to YLC/DYLC and cc tutor	Logged on SIMS + detention list Phone call home
Talking in assembly	Full lunchtime detention	Refer to tutor	Logged on SIMS + detention list Phone call home
Grouping around an incident/argument	Full lunchtime detention	Refer to YLC/DYLC and cc tutor	Logged on SIMS + detention list Phone call home

Category 3 Incidents

Category 3 – This is a **serious** level of disruption. This is led by the YLC and may be referred to the SLT Line Manager for the year group.
Outcome: INTEX
May lead to YLC or DYLC report. Persistent disruption at a Category 3 level may lead to a tier 1/2 PSP.

Category 3 incidents	Action	By whom	Communication and logging follow through
Bringing Sydenham's reputation into disrepute	Statements taken INTEX + Parental meeting	Member of staff witnessing incident, referred to YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Computer misuse (serious infringement of Acceptable Use of IT Policy)	Any available E-evidence collected and stored securely on CPOMS Statements taken INTEX + Parental meeting	Subject Teacher --> CL --> YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Cyber bullying	E-evidence collected and stored securely Statements taken INTEX + Parental meeting Reinforcement of Anti-Bullying Policy	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Dangerous behaviour with an impact upon health and safety within the school or local community.	On Call contacted if in lesson and student removed from lesson Statements taken CCTV checked INTEX + Parental meeting Referral to Inclusion CPOMS log Referral to school police officer where appropriate	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Failure to hand in mobile phone if requested	On Call contacted if in lesson and student removed from lesson Statement taken INTEX + Parental meeting (where phone will be returned) Phone confiscated	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Failure to inform staff of the existence of drugs / alcohol on the school site	Statements taken INTEX + Parental meeting	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Graffiti/ Minor damage to property	On Call contacted if in lesson and student removed from lesson Statements taken Photographic evidence collected CCTV checked INTEX + Parental meeting	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Homophobic /biphobic/transgender or sexist incident	On Call contacted if in lesson and student removed from lesson Statements taken INTEX + Parental meeting Referral to Inclusion. CPOMS log Referral to school police officer where appropriate	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Inappropriate physical contact with a member of staff (eg. Pushing past a member of staff)	On Call contacted if in lesson and student removed from lesson Statements taken CCTV checked INTEX + Parental meeting	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting

Inappropriate sexualised language	On Call contacted if in lesson and student removed from lesson Statements taken INTEX + Parental meeting Referral to Inclusion. CPOMS log Referral to school police officer where appropriate	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Involvement in a physical fight – not initial instigator of the fight	On Call contacted if in lesson and student removed from lesson Statements taken CCTV checked INTEX + Parental meeting CPOMS log	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Misuse of social media, seriously affecting the order of the school	Statements taken INTEX + Parental meeting Referral to Inclusion if appropriate. CPOMS log Referral to school police officer where appropriate	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Poor behaviour in INTEX	Step 1: INTEX repeated Step 2: If repeat poor behaviour in INTEX à FTE	YLC/SLT Line Manager	Logged on SIMS Phone call home before repeat INTEX INTEX booking made Letter home Parental meeting (additional to initial INTEX meeting if already occurred)
Repeat truancy from lessons	See truancy protocol for immediate actions. Half day INTEX Parental meeting On Report to YLC/DYLC for two weeks after truancy or CL if from a specific subject.	YLC + CL if from a specific subject	Logged on SIMS Phone call home at time of truancy INTEX booking made Letter home Parental meeting
Racist incident	On Call contacted if in lesson and student removed from lesson Statements taken INTEX + Parental meeting Referral to Inclusion. CPOMS log Referral to school police officer where appropriate	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Possession of a prohibited item (group A)	Confiscation of prohibited item The student may be searched in line with the searching protocol Statements taken CCTV checked INTEX + Parental meeting Referral to Inclusion if appropriate. CPOMS log Referral to school police officer where appropriate Prohibited item returned to parent at parental meeting	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Serious incident outside school	Statements taken INTEX + Parental meeting Referral to Inclusion CPOMS log Referral to school police officer where appropriate	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Smoking off site in school uniform including e-cigarettes	Statements taken The student may be searched in line with the searching protocol INTEX + Parental meeting Referral to Inclusion CPOMS log	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Serious theft	Liaison with school police officer On Call contacted if in lesson time The student may be searched following the searching protocol CCTV checked Statements taken INTEX + Parental meeting Referral to Inclusion if appropriate CPOMS log	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting

Truancy off site	See truancy protocol for immediate actions. Half day INTEX Parental meeting On Report to YLC/DYLC for two weeks after truancy	YLC	Logged on SIMS Phone call home at time of truancy INTEX booking made Letter home Parental meeting
Verbal abuse to another person – including serious arguing affecting the good order of the school.	On Call contacted if in lesson and student removed from lesson Statements taken INTEX + Parental meeting	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Verbal bullying	On Call contacted if in lesson and student removed from lesson Statements taken INTEX + Parental meeting Reinforcement of Anti-Bullying Policy	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Dangerous behaviour with an impact upon health and safety within the school or local community.	On Call contacted if in lesson and student removed from lesson Statements taken CCTV checked INTEX + Parental meeting Referral to Inclusion CPOMS log Referral to school police officer where appropriate	YLC	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting
Refusal to be searched	Statements taken CCTV checked Decision taken by Headteacher about whether student can remain on site. INTEX + Parental meeting Referral to Inclusion CPOMS log Referral to school police officer where appropriate	Coodinated by SLT member conducting search	Logged on SIMS Phone call home before INTEX INTEX booking made Letter home Parental meeting

Category 4 Incidents

Category 4 – This is **very serious** level of disruption. This is led by the SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.
Outcome: FIXED TERM EXCLUSION
May lead to YLC (first instance) or SLT LM (repeat behaviour) report. Persistent disruption at a Category 4 level may lead to a tier 3 PSP.

Category 4 incidents	Action	By whom	Communication and logging follow through
Being in possession of drugs/alcohol	In lesson time: On call contacted who liaise with a member of SLT Out of lesson time: SLT contacted to coordinate. The student will be checked by a qualified school first aider and further medical attention sought as a priority if necessary. Parents informed. Liaison with school police officer if appropriate The student may be searched following the searching protocol CCTV checked Statements taken Fixed term exclusion Reintegration meeting Referral to Inclusion CPOMS log Referral to school police officer YLC or SLT report on return to school/PSP	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Parental contact initially – recorded on CPOMS Statements taken Written record of search – recorded on CPOMS Written record of contact with school police officer– recorded on CPOMS Written record of medical check and follow up – recorded on CPOMS SIMS log Parental letter Parent reintegration meeting FTE paperwork complete CPOMS check before FTE decision
Failure to inform staff of the existence of an offensive weapon on the school site.	In lesson time: On call contacted who liaise with a member of SLT Out of lesson time: SLT contacted to coordinate. Parents informed. Liaison with school police officer if appropriate The student may be searched following the searching protocol CCTV checked Statements taken Fixed term exclusion Reintegration meeting Referral to Inclusion CPOMS log Referral to school police officer YLC or SLT report on return to school/PSP	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Parental contact initially – recorded on CPOMS Statements taken Written record of search – recorded on CPOMS Written record of contact with school police officer – recorded on CPOMS Logged on SIMS Parental letter Parent reintegration meeting FTE paperwork complete CPOMS check before FTE decision made
Incidents of fighting inside or outside the school.	In lesson time, On Call contacted. Student removed from lesson to member of SLT or YLC. Out of lesson, SLT contacted to coordinate. Medical check if necessary. Statements taken CCTV checked Fixed term exclusion Reintegration meeting Referral to Inclusion CPOMS log Referral to school police officer YLC or SLT report on return to school/PSP	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Statements taken Logged on SIMS FTE paperwork complete Parental letter Parent reintegration meeting CPOMS check before FTE decision made
Intoxication with drugs or alcohol on the school site	In lesson time: On call contacted who liaise with a member of SLT Out of lesson time: SLT contacted to coordinate. The student will be checked by a qualified school first aider and further medical attention sought as a priority if necessary. Parents informed. Liaison with school police officer if appropriate The student may be searched following the searching protocol CCTV checked	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Parental contact initially – recorded on CPOMS Statements taken Written record of search – recorded on CPOMS Written record of contact with school police officer– recorded on CPOMS Written record of medical check and follow up – recorded on CPOMS SIMS log

	Statements taken Fixed term exclusion Reintegration meeting Referral to Inclusion CPOMS log Referral to school police officer YLC or SLT report on return to school/PSP		Parental letter Parent reintegration meeting FTE paperwork complete CPOMS check before FTE decision
Physical bullying	In lesson time, On Call contacted. Student removed from lesson to member of SLT or YLC. Out of lesson, SLT contacted. Medical check if necessary. Statements taken CCTV checked Fixed term exclusion Reintegration meeting Referral to Inclusion CPOMS log Referral to school police officer if appropriate YLC or SLT report on return to school/PSP Reinforcement of Anti-Bullying Policy	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Statements taken Logged on SIMS FTE paperwork complete Parental letter Parent reintegration meeting CPOMS check before FTE decision made
Assault of another person	In lesson time, On Call contacted. Student removed from lesson to member of SLT or YLC. Out of lesson, SLT contacted. Medical check if necessary. School police officer contacted Statements taken CCTV checked Fixed term exclusion Reintegration meeting Referral to Inclusion CPOMS log Referral to school police officer if appropriate YLC or SLT report on return to school/PSP	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Parental contact initially – recorded on CPOMS Statements taken Written record of contact with school police officer – recorded on CPOMS Written record of any necessary medical check and follow up – recorded on CPOMS Statements taken Logged on SIMS FTE paperwork complete Parental letter Parent reintegration meeting CPOMS check before FTE decision made
Serious damage to property or building	In lesson time, On Call contacted. Student removed from lesson to member of SLT or YLC. Out of lesson, SLT contacted. School police officer contacted Statements taken CCTV checked Photographic evidence of damage collected Fixed term exclusion Reintegration meeting Referral to Inclusion Referral to school police officer if appropriate YLC or SLT report on return to school/PSP YLC or SLT report on return to school/PSP	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Parental contact initially – recorded on CPOMS Statements taken Written record of contact with school police officer – recorded on CPOMS Written record of any necessary medical check and follow up – recorded on CPOMS Statements taken Logged on SIMS FTE paperwork complete Parental letter Parent reintegration meeting CPOMS check before FTE decision made
Serious distribution of illegal images	In lesson time, On Call contacted. Student removed from lesson to member of SLT or YLC. Out of lesson, SLT contacted E-evidence secured in line with protocol. School police officer contacted. Statements taken CCTV checked Photographic evidence of damage collected Fixed term exclusion Reintegration meeting Referral to Inclusion CPOMS log Referral to school police officer YLC or SLT report on return to school/PSP YLC or SLT report on return to school/PSP	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Parental contact initially – recorded on CPOMS Statements taken Written record of contact with school police officer – recorded on CPOMS Statements taken Logged on SIMS FTE paperwork complete Parental letter Parent reintegration meeting CPOMS check before FTE decision made

Serious ongoing bullying	Statements taken CCTV checked if appropriate E-evidence secured in line with protocol Fixed term exclusion Reintegration meeting Referral to Inclusion CPOMS log Referral to school police officer if appropriate YLC or SLT report on return to school/PSP YLC or SLT report on return to school/PSP Reinforcement of Anti-Bullying Policy	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Statements taken Logged on SIMS FTE paperwork complete Parental letter Parent reintegration meeting CPOMS check before FTE decision made
Smoking on the premises	In lesson time: On call contacted who liaise with a member of SLT Out of lesson time: SLT contacted to coordinate. Parents informed. The student may be searched following the searching protocol CCTV checked Statements taken Fixed term exclusion Reintegration meeting Referral to Inclusion CPOMS log YLC or SLT report on return to school/PSP YLC or SLT report on return to school/PSP	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Parental contact initially – recorded on CPOMS Statements taken Written record of search – recorded on CPOMS Written record of contact with school police officer– recorded on CPOMS SIMS log Parental letter Parent reintegration meeting FTE paperwork complete CPOMS check before FTE decision
Truancy from INTEX	Parents informed. Fixed Term Exclusion CPOMS log.	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	SIMS & CPOMS log Parental letter Parent reintegration meeting FTE paperwork complete CPOMS check before FTE decision

Category 5 Incidents

Category 5 – This is an **exceptionally serious** level of disruption. This is led by the Deputy Headteacher before referral to the Headteacher for a final recommendation.
Outcome: MANAGED MOVE, MANAGED TRANSFER, PERMANENT EXCLUSION.

Category 5 incidents	Action	By whom	Communication and logging follow through
Being in possession of an offensive weapon	In lesson time: On call contacted who liaise with a member of SLT Out of lesson time: SLT contacted to coordinate. Parents informed. Liaison with school police officer The student may be searched following the searching protocol CCTV checked Statements taken Permanent exclusion/Managed Move/Managed transfer Referral to Inclusion CPOMS log	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Parental contact initially – recorded on CPOMS Statements taken Written record of search – recorded on CPOMS Written record of contact with school police officer– recorded on CPOMS SIMS log Parental letter Parent meeting Exclusion paperwork complete CPOMS check before PEX/MT/MM decision
Indecent or sexual assault	In lesson time: On call contacted who liaise with a member of SLT Out of lesson time: SLT contacted to coordinate. Parents informed. Liaison with school police officer The student may be searched following the searching protocol CCTV checked Statements taken Permanent exclusion/Managed Move/Managed transfer	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Parental contact initially – recorded on CPOMS Statements taken Written record of contact with school police officer– recorded on CPOMS SIMS log Parental letter Parent meeting Exclusion paperwork complete

	Referral to Inclusion CPOMS log		CPOMS check before PEX/MT/MM decision
Persistent serious behaviour which has not been resolved by PSP tier 3 actions including outside agencies	Statements taken if not already collected. Emergency Review of PSP	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	SIMS log Exclusion paperwork complete Parental letter Parent meeting CPOMS check before PEX/MT/MM decision
Serious assault on another person	In lesson time, On Call contacted. Student removed from lesson to member of SLT or YLC. Out of lesson, SLT contacted. Medical check if necessary. School police officer contacted Statements taken CCTV checked Permanent exclusion/Managed Move/Managed transfer CPOMS log	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Parental contact initially – recorded on CPOMS Statements taken Written record of contact with school police officer – recorded on CPOMS Written record of any necessary medical check and follow up – recorded on CPOMS Statements taken Exclusion paperwork complete Logged on SIMS Parent meeting CPOMS check before PEX/MT/MM decision
Serious threatening behaviour to staff or other students	In lesson time: On call contacted who liaise with a member of SLT Out of lesson time: SLT contacted to coordinate. Parents informed. Liaison with school police officer The student may be searched following the searching protocol CCTV checked Statements taken E-evidence secured in line with protocol Permanent exclusion/Managed Move/Managed transfer CPOMS log	SLT Line Manager alongside the YLC. Agreement from the Deputy Headteacher is required before referral to the Headteacher for sign off.	Parental contact initially – recorded on CPOMS Statements taken Written record of any required search – recorded on CPOMS Written record of contact with school police officer– recorded on CPOMS SIMS log Parental letter Parent meeting Exclusion paperwork complete CPOMS check before PEX/MT/MM decision

Detentions

Under the statutory power to discipline, it is lawful for teachers and other Sydenham School staff to give detentions to any student under the age of 18. When these detentions take place within the normal school day, these can be given without notice, unless the pupil has permission to be absent from school. After the end of the normal school day, 60 minutes is the maximum acceptable duration for a detention. For a detention of up to 20 minutes after the end of the normal school day, no parental notice is required. For detentions between 20 minutes and 60 minutes, a member of staff must attempt to contact the parent or carer to they can put in place plans for the student to travel home safely; this may include, for a detention more than 24 hours away, a note in a student's planner.

Staff must act reasonably when setting detentions, including:

1. For **lunch time detentions**, teachers must leave a reasonable amount of time for the student to eat, drink, use the toilet and be on time for their next lesson.
2. For **break time detentions**, teachers must leave a reasonable amount of time for the student to drink, use the toilet and be on time for their next lesson.
3. Staff must not set **after school detentions** when they are aware that this may put a child at risk.
4. Staff must take into account known caring responsibilities of a student.
5. Whether the parents ought to be informed of the detention.
6. Whether suitable travel arrangements can be made by a parent for a pupil. It should be noted, that inconvenience for parents is not a reason for a detention not to be set or attended.

The school will exercise its power reasonably and staff should never knowingly put a child at risk by placing them in a detention. The setting of detentions must not breach any other statutory duty (eg. Safeguarding, Prevent or the Public Sector Equality Duty).

Parental consent is not required for a detention and it is the expectation that parents and carers will support the decision of the school to place a student in detention. Disagreement by parents or carers with the sanction is not an acceptable reason for non-attendance at a detention.

Sanction Escalation Protocol

Category	Out of lesson incidents	In lesson incidents	Lateness to school or repeat lateness to lesson
1	**Step 1: Correction/Resolution** *If not complete à* **Step 2: 15 min lunch detention** *If not complete à*	Step 1: Correction/Resolution *If not complete à* **Step 2: 15 min teacher detention** *If not complete à*	N/A
2	**Step 1: Full lunch time detention: 30 minutes** + phone call home *If not complete à* **Step 2: SLT detention 60 minutes** + text home *If not complete à* **Step 3: INTEX Half Day including lunch/after school** + letter home and parental meeting *If not complete à*	**Step 1: Full after school faculty detention: 30 minutes** + phone call home *If not complete à* **Step 2: SLT detention 60 minutes** + text home *If not complete à* **Step 3: INTEX Half Day including lunch/after school** + letter home and parental meeting *If not complete à*	**Step 1: 30 minute/20 minute after school detention** + text home *If not complete à* **Step 2: SLT detention 60 minutes** + text home *If not complete à* **Step 3: INTEX Half Day including lunch/after school** + letter home and parental meeting *If not complete à*
3	**Step 1: INTEX** *If not complete à* **Step 2: FTE**	**Step 1: INTEX** *If not complete à* **Step 2: FTE**	**Step 1: INTEX** *If not complete à* **Step 2: FTE**
4	**FTE**	**FTE**	N/A
5	**PEX/MM/MT**	N/A	N/A

Truancy Protocol

1. Register taken within first 5 minutes of the lesson.
2. Class teacher checks the register to ensure any students absent in the lesson have not been marked in earlier in the day.
3. If a student is absent but present in previous lessons, the teacher presses the lifebelt button on SIMS to alert the Attendance Team. This triggers an automatic email to the Attendance Team which states the specific teacher has raised the alert.
4. The Attendance Team checks the teacher's register to find which student(s) is (are) absent from the lesson.
5. The Attendance Name checks the name against the list of vulnerable students provided by the DSL. If the student is on the list of vulnerable students, the DSL or named member of the Inclusion Faculty is contacted immediately.
6. The Attendance Team then check: Inclusion, music lessons, medical room, any trips or organized activity and any emails or notes which might indicate where the student is located.
7. If the Attendance Team locate the student they update the register and email the teacher.
8. If the Attendance Team cannot locate the student they contact On Call to look for the student around the school site. On Call will also check with Reception and Premises to see if any student is known to have left the school site.
9. If On Call locates the student, they return the student to the lesson and inform the teacher the student has been truanting and requires a full teacher detention. (Category 2)
10. If On Call does not locate the student by the end of their duty, they alert a member of the safeguarding team (EQY, SRN, CBT) who will continue to look for the student and may deploy the support of the next On Call member of staff if appropriate.
11. If the student cannot be found and/or there is reason to indicate that the student has left the premises EQY/SRN/CBT will contact home to speak to parents/carers and will maintain contact with home until the student is confirmed as safe. EQY/SRN/CBT will outline the sanction and organise a meeting with the student's family and the relevant YLC. (Category 3)
12. If it is confirmed that a student has truanted, the teacher is informed so that follow up action can be taken and a full teacher detention is set. (Category 2)
13. Once a student is found, Reception is informed, to radio On Call to inform them.

Consequences:

1. Truancy from a lesson results in a full subject teacher detention. (Category 2)
2. Repeat truancy results in a half day in INTEX plus a parent meeting (Category 3)
3. Truancy off site results in a half day in Internal Exclusion and a meeting with parents. (Category 3)
4. Automatic tutor report for 2 weeks once a lesson has lesson has been truanted.

‘On Call’

On Call is the system used by Sydenham School to respond to a serious incident or serious disruption in the classroom. It should be used in the following circumstances:

1. When a student has failed to follow the Covid-Safe Code of Conduct in a lesson or on the way to or from a lesson
2. In a Category 3 incident in a lesson, including when students have reached the ‘bottom line’
3. In a Category 4 or 5 incident
4. If there is the suspicion that a student is in possession of a prohibited item and a search needs to be conducted
5. If there is the suspicion that a student has consumed alcohol or a drug
6. If there is a child protection or safeguarding concern, where immediate action needs to be taken
7. If there is a medical emergency for which additional support is required
8. When a student is missing from a lesson (in line with the Truancy Protocol)
9. When additional support or the guidance of a member of the Senior Leadership Team is required

Contacting On Call

On Call can be contacted in the following ways:

1. Using SIMS to alert Reception. Where possible, the member of staff should provide detail of the reason that On Call is required, to enable efficient management of On Call.
2. Phoning Reception to radio for On Call or going to Reception in person.
3. Sending a student with a note to Reception
4. Asking a member of staff to contact On Call on your behalf.

A member of staff should never leave a class unattended to contact On Call.

Removing students from lesson – Category 3 and 4 incidents and a failure to follow the Covid-Safe Code of Conduct

When a student is removed from a lesson by On Call, it is the responsibility of the classroom teacher to log this incident on SIMS, set a detention and contact parents, following the procedures for Category 3 incidents outlined in this policy. If the incident is a Category 4 or 5 incident, the YLC will support with follow up.

It is the responsibility of Curriculum Leaders to provide Reception with a Faculty Shadow Structure, showing rooms in which students can be placed if they are removed from a lesson. This must be kept up to date throughout the school year.

The responsibilities of members of staff On Call

The role of On Call is critical to the successful implementation of the Behaviour for Learning Policy. The responsibilities of members of staff allocated to On Call include:

1. Collecting the On Call radio and clip board within 5 minutes of the start of the timetabled period and returning these at the end of the period.
2. Recording details of On Call activity in the On Call log.
3. Visiting all Cover lessons as soon as possible within the timetabled period and providing appropriate support if required and ensuring that cover work is in place and of high quality.
4. Follow up on any concerns about cover work left for students.
5. Informing a member of the Senior Leadership Team immediately if a search has been requested or if there is concern that a student is intoxicated with drugs or alcohol.
6. Conducting corridor patrols and ensuring all students are in lessons.
7. Responding to On Call requests from members of staff.
8. Supporting the implementation of the Truancy Protocol.

Prohibited Items and Confiscation

The following items are prohibited on the school site that may be searched or screened for. Sydenham School has the power to confiscate these items, along with any others considered by the school to be harmful or detrimental to school discipline, however they are found.

Group A Prohibited Items

Item	Return timescale (if returned)	Return process
Mobile phones or smart watches for students in Year 7-11 (must be off and out of sight).	Meeting scheduled as soon as possible (but not the same day).	Mobile Phone Return Meeting with the parent, student and Headteacher/Deputy Headteacher.
Jewellery that is an infringement of the uniform policy (when worn on school site)	End of half term	Returned to student
Hooded coat or non-uniform scarf/bag	End of day	Returned to student
Aerosols	End of half term	Returned to student
Chewing gum	End of half term	Returned to student
The following Group A prohibited items will be returned if they are not required as part of a police investigation.		
Any article that a member of staff reasonably suspects has been used/will be used to commit an offence.	After meeting with the Headteacher/Deputy Headteacher	Returned to parent or carer
Razor blades/sharp scissors	After meeting with the Headteacher/Deputy Headteacher	Returned to parent or carer
Medication	After meeting or phone call with a member of the SLT	Returned to parent or carer
Alcohol	Not returned – disposed of by the school	
Tobacco/cigarette papers/E-cigarettes/lighters	Not returned – disposed of by the school	
Fireworks	Not returned – disposed of by the school	
Body piercing equipment/paraphernalia	Not returned – disposed of by the school	
Substances that may be harmful or detrimental to good order and discipline, including 'legal highs'.	After meeting with the Headteacher/Deputy Headteacher	Returned to parent or carer
Any article that a member of staff reasonably suspects has been/will be used to cause personal injury (including to the student), damage to property or compromise health and safety.	After meeting with the Headteacher/Deputy Headteacher	Returned to parent or carer
Any item banned by the school, including mid-year which has been identified in the rules as an item which may be searched for.	After meeting with the Headteacher/Deputy Headteacher	Returned to parent or carer

It is the responsibility of all members of staff to ensure that valuable items (including mobile phones, smart watches and jewellery) is handed to Reception to be kept in the school safe. Any confiscated item that may cause damage to property or a person must be kept securely.

Searching an electronic device

If a search or screening finds an electronic device that is prohibited by the school rules, or that there is a reasonable suspicion has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the school has the power to examine any data or files on the device where there is a good reason to do so. The school

also has the power to delete data or files if there is a good reason to do so, unless the device is going to be passed to the police. Good reason for an examination of an electronic device or the deletion of data or files is if a member of staff should reasonably suspect the data or file on the device has been be, or could be, used to cause harm, to disrupt teaching or break the school rules.

There is no requirement to have parental consent for an examination of an electronic device or the deletion of data or files.

If there are reasonable grounds to suspect that the decide contains evidence relating to an offence, the device must be given to the police as soon as it is reasonably practicable; material should not be deleted from a device prior to giving it to the police.

Group B Prohibited Items (These will not be returned to parents, carers or the student; the school will contact the police for advice about these items. These items will be disposed of if following this consultation the school believes there is good reason to do so):

- Illegal drugs or controlled drugs[2] (where staff are unsure of the legal status of a substance and believe it to be a controlled drug, they should treat it as such)
- Knives or weapons, including replica weapons/'BB guns'
- Drug paraphernalia
- Stolen items (unless of low value)
- Pornographic material/images (these may be disposed of by the school without consultation with the police unless there are reasonable grounds to suspect that its possession constitutes a specific offence (ie. it is extreme or child pornography))
- Illegal items

Screening and Searching

The school also has the power to search students without their consent for a prohibited item. Pupils have the right to expect a reasonable level of personal privacy; this right may be interfered with by the school but the school must always carry out screening and searching in such a way that is justified and proportionate.

In all instances, searching and screening must be under the direction a member of the Senior Leadership Team who must oversee the process. The only exception to this is on a school trip when one of these members of staff is not present; in all such circumstances reasonable efforts must be made to contact one of these members of staff before a search or screening is conducted.

Parental consent is not required for either screening or searching.

Where it is judged appropriate, the School Police Officer may be contacted for support with a Search or Screening.

If a student refuses to be screened or searched, the school has the power to refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this includes making reasonable rules as a condition of admittance. If a student fails to comply, and the school does not let the student in, Sydenham School has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend. Refusal to be searched is also a Category 3 incident, for which a student will receive an Internal exclusion as a sanction.

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

[2] https://www.gov.uk/government/publications/controlled-drugs-list--2/list-of-most-commonly-encountered-drugs-currently-controlled-under-the-misuse-of-drugs-legislation

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 3 incident.

Searching:

Sydenham School has the power to search students with their consent, for any item. Parental consent is not required for a search to take place. Parents will not be contacted before any type of search.

A search without consent can only take place when a member of staff has reasonable grounds for suspecting that a student is in possession of a prohibited item. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to suspect that the student is concealing a prohibited item.

The search process – before the search:

1. Contact a member of the Senior Leadership Team to request a search. One of this team must be present before a search can be undertaken.
2. Ensure the student is in close supervision at all times before one of these colleagues arrives. Where possible, the student should be moved to an Office or Inclusion. Searches must only be carried out on the school site, unless on a school trip or other such off-site activity in which a member of staff has lawful control or charge of the student.
3. Where appropriate, CCTV should be checked to see if there is additional grounds for a search (a member of SLT or a YLC).
4. The searcher must be the same sex as the pupil. The only exception to this is exceptional circumstances in which a member of staff of the same sex is not available, and there is reason to believe that a failure to conduct a search could affect the safety of the student or other persons.
5. A witness should be present at all times when a search is conducted and should be present before the start of the search.

The search process- during the search

6. The search extent can include: clothes, possessions, desks and lockers. The person conducting the search may not require the student to remove any clothing other than outer clothing (clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear; this includes hats; shoes; boots; gloves and scarves).
7. The student does not have to be present for the search of lockers or other spaces.
8. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, illegal drugs, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other prohibited items. (See detail below on the reasonable use of the force and other forms of restraint)

The search process - after the search

9. Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
10. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.
11. The member of staff can retain anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
12. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.
13. There is no legal requirement for a record to be kept of a search. However, it is good practice for a note of a search to be made on CPOMS of the search which includes:
    a. Name of the staff member conducting the search and the witness
    b. Grounds for the search
    c. Location of the search

d. Extent of the search
e. Whether consent was given
f. Whether force was used (see detail below on the reasonable use of the force and other forms of restraint)
g. Items found and the outcome

14. Parents should always be informed retrospectively of a search, unless there is reasonable concern that this may affect a police investigation.
15. Parents should be informed when the following items are found:
    a. Group B Prohibited Items
    b. Any article that a member of staff reasonably suspects has been used/will be used to commit an offence.
    c. Razor blades/sharp scissors
    d. Medication
    e. Alcohol
    f. Tobacco/cigarette papers/E-cigarettes/lighters
    g. Fireworks
    h. Body piercing equipment/paraphernalia
    i. Substances that may be harmful or detrimental to good order and discipline, including 'legal highs'
    j. Any article that a member of staff reasonably suspects has been/will be used to cause personal injury (including to the student), damage to property or compromise health and safety
    k. Any item banned by the school, including mid-year which has been identified in the rules as an item which may be searched for (where appropriate).

The use of reasonable force and other forms of restraint

Every effort must be made to avoid a situation escalating, by using the school's systems and procedures. The school guidance is that staff should not engage in actions which may lead to a physical confrontation between a member of staff and a student, for example standing too close to a student which may feel intimidating to them, or blocking a doorway. However, there will be times when staff do need to intervene in order to prevent an incident, as outlined below.

If it is the judgement of Sydenham School staff not to physically intervene, it is always our professional responsibility to respond to an incident in some effective way, such as moving other students away from the area and ensuring the area is safe. Staff must always seek immediate help. This should include contacting On Call, and should also always include being responsible for ensuring that a member of the Senior Leadership Team has been contacted.

School staff do have the right to use physical force to control and restrain students. However, this is a power that must be used with due caution and consideration. The use of physical force must be proportional and reasonable – if it is not, then the use of force could be considered illegal. This power should only be used to achieve an outcome in the best interests of a student or students, where their behaviour is of immediate concern and the safety of staff and students is at risk.

Should physical intervention be necessary, it must be proportionate to the incident in progress. This could be on the school premises or off the premises during an authorised school activity, and would be likely to be in the following situations:

- where a criminal offence is being committed
- in self-defence where risk of injury is imminent
- where students may injure themselves or others, or damage property
- where the good order and discipline of the school are being compromised.

Physical intervention which the school would deem inappropriate would be:

- holding a student round the neck, or in a hold which might restrict breathing
- kicking, hitting or punching
- arm locks or similar holds

- tripping, or holding by the hair or ears
- holding someone face down on the ground
- While all members of staff may use physical force to restrain a student, this is a right which must be exercised with caution and professional judgment, and in accordance with Trade Union advice and within Local Authority Guidance.

Written statements should be provided after the incident from staff involved and from any students who may provide relevant witness statements. There is a standard proforma that should be completed by staff should they have had cause to physically restrain a student. Parents will also be informed if any form of physical intervention is carried out.

Students who are found to have made malicious allegations against a member of staff
Sydenham School will not tolerate any malicious allegations made against a member of staff, Governor or visitor. We take allegations of this sort very seriously as they can be upsetting, hurtful and potential damage reputations irreconcilably. Malicious allegations can take a number of forms including verbal allegations, written allegations and as a result of the misuse of social media. We also take seriously any 'group behaviour' in this regard and the encouragement or knowledge of other students, even if they have not been the direct or initial instigator.

The school will judge the consequences for students making malicious allegations in the context of the following categories of incident:
C2 Misuse of social media with a moderate impact upon the order of the school
C3 Bringing Sydenham's reputation into disrepute
C3Misuse of social media, seriously affecting the order of the school
C3 Verbal abuse to another person
C3 Verbal bullying
C4 Serious distribution of illegal images
C4 Serious ongoing bullying
C5 Serious threatening behaviour to staff or other students.

Internal Exclusion

Internal Exclusion (INTEX) is a serious sanction that is the consequence for Category 3 incidents, failure to attend an SLT detention or persistent Category 2 incidents. In Internal Exclusion, students are removed from their normal lessons as a consequence of their behaviour; they are not allowed to leave the Internal Exclusion room for break and lunch time but are provided with refreshment and toilet breaks. Students must report to Internal Exclusion at 8.50am and remain after the end of the school day until 3.40pm. Students in Internal Exclusion must adhere to the following expectations:

1. Work silently on allocated academic work.
2. Complete a reflection task related to the incident.
3. Remain in the allocated seat throughout the day.
4. Remain within the INTEX room and not leave unless under supervision.

Students who leave Internal Exclusion without permission will be required to either carry out additional time in Internal Exclusion or be subject to a Fixed Term Exclusion.

Students must only be prevented from leaving the Internal Exclusion room of their own free will in exceptional circumstances when the power to use reasonable force is invoked to:

- prevent the student from committing an offence, injuring themselves or others, or damaging property or
- to maintain good order in the school or
- conduct a search for a Category B prohibited item.

INTEX Protocol

Action	By Whom
Following a Category 3 incident, the YLC or a member of SLT (if the YLC is unavailable) is informed in person/by phone. The incident is logged on SIMS with as much detail as possible. This should take place as soon as possible.	Member of staff who witnessed the incident.
Statements are taken from all relevant students.	YLC coordinates – supported by On Call, Step by Step, tutor, DYLC and CL as appropriate.
Decision is taken about whether the student should be placed in Internal Exclusion and for how long.	YLC
INTEX booking is made on spreadsheet held in Teams. This should include the reason for the Internal Exclusion, written in the third person and with names of other students removed so that this text can be directly lifted into the Internal Exclusion letter.	YLC
Phone call home to parents informing them of the Internal Exclusion and the reason for the Internal Exclusion. At this point, parents are informed of the time for their reintegration meeting.	YLC – out of lesson incident CL – in lesson incident
Date, time and staff member name for the reintegration meeting are logged on the spreadsheet.	YLC – out of lesson incident CL – in lesson incident
Letter sent home to parents.	Inclusion Admin
INTEX logged on SIMS	Inclusion Admin
Parental meeting held. Triangulated action plan completed.	YLC/DYLC/tutor – out of lesson incident CL/subject teacher – in lesson incident
Meeting logged on spreadsheet/CPOMS	YLC/DYLC/tutor/CL
Student placed on report and monitored for two weeks.	YLC
Student reviewed at TAS meeting.	YLC

Reintegration meetings after an Internal Exclusion or Fixed Term Exclusion

The purpose of reintegration meetings is to hold a formal meeting with parents/carers and the student in order to set targets for their reintegration and agree appropriate support. In the event of a Fixed Term Exclusion, this meeting may be the start of the pre PSP or PSP process or a PSP review.

This meeting, depending on the seriousness of the exclusion can be with a tutor, DYLC, YLC, Curriculum Leader, Assistant Head or Deputy Head. This is a formal requirement as part of our exclusion process and a statement to this effect is included on all correspondence for fixed term exclusions.

Targets using restorative and HPL language will reinforce our expectations for positive learning behaviour. The reason for the exclusion is discussed and strategies and targets for improvement are agreed.

Reports

Reports should be used for short periods of time and relate to specific areas of concern (e.g. homework, truancy, behaviour, effort, etc.). Smart targets should be set using HPL language. Targets could either be areas identified through academic monitoring, as a result of analysis of behaviour reports or Pastoral Support Plan (PSP) targets. The student must be aware of why they are on report and the targets set.

Reports should normally be issued by tutors, Curriculum Leaders, DYLCs, YLCs or SLT, including the Head Teacher and checked on a daily basis. In some instances, these will also be checked at break and lunchtimes. The report must outline the consequences if a student does not successfully meet the targets within the report (both on a daily basis and in the longer term).

The student is responsible for handing the report to subject teachers at the start of each lesson. They must not leave a lesson to collect a report that they have left with a teacher of a previous lesson.

Parents/carers must be informed that a student is on report. Parents/carers need to sign the report daily and must be contacted at the beginning and end of the report process. The completed report must be passed on to the school office to be placed in the student's file.

It is important that follow-up action is taken in the event that a student does not successfully meet the targets on their report. In this instance the tutor must refer to the DYLC or YLC. In instances where a student has not met the targets on a report to the YLC, a pre-PSP should be considered, or escalation through the PSP tiers.

Governors' Disciplinary Panels:

The Governing Body will hold disciplinary panels at its discretion when there are concerns about the impact of a student's behaviour upon:

1. The wellbeing of others within the school community
2. The good order of the school community
3. The education of others within the school community

Parents or carers will be invited to the Governors' Disciplinary Panels, along with the student and representatives of the school staff. In instances where a parent or carer is unable to attend the Governors Disciplinary Panel at the time and date arranged, the panel will meet with the student in the absence of the parent or carer. Written feedback will be provided after the Disciplinary Panel and a copy kept on the student's file.

Pastoral Support Plans

The purpose of the PSP programme is to support those students who are at risk of exclusion or whose behaviour has a serious negative impact upon the learning or safety of other students within Sydenham School. It is a programme of intervention and support for individual students who may:

- Have had several internal exclusions and/ or a high number of negative behaviour incidents logged
- Have had a fixed term exclusion
- Be at risk of failure at school through a lack of engagement or rapidly deteriorating behaviour
- Have had high levels of truancy (off site or on site)
- Be at risk of permanent exclusion

PSP Tiers

The PSP is a tiered programme. Students can enter the PSP process at a relevant higher point than Pre-PSP if the presenting behaviour is of sufficient concern or a managed move has already been attempted. Where appropriate, a student who has been on a PSP earlier in the school career, may re-join the PSP programme at a higher or lower level than the previous level of the presenting behaviours.

Stage and Staff Lead	Duration	Process
Prep-PSP **YLC/DYLC lead**	**6 weeks**	• Information gathering stage • Monitoring- YLC report • Parental meeting and parental letter • If appropriate, SEN support reviewed • Discussed at TAS meeting • 'Test' period for escalation to PSP stage 1 • Review at 6 weeks with parents. • If successful, confirm with a praise letter. Continue to monitor via TAS/behaviour policy processes. • If unsuccessful, letter home to confirm next stage of PSP

PSP stage 1
YLC lead
	6 weeks	• Internal/external support put in place commissioned via TAS meeting.
		  • Individual Behaviour Plan in place
		  • If appropriate, SEN support reviewed
		  • Student targets set.
		  • Weekly phone call or parental meeting led by YLC
		  • Review at 6 weeks with parents.
		  • If successful, confirm with a praise letter. Continue to monitor via TAS/behaviour policy processes.
		  • If unsuccessful, letter home to confirm next stage of PSP

PSP stage 2
YLC lead
	6 weeks	• Internal + external support put in place commissioned via TAS meeting.
		  • Individual Behaviour Plan in place and effectiveness reviewed
		  • If appropriate, EHCP application submitted.
		  • If appropriate, for an EHCP student – Emergency Annual Review Arranged .
		  • Student targets set.
		  • Weekly phone call or parental call meeting led by YLC
		  • Review at 6 weeks with parents.
		  • If successful, confirm with a praise letter. Continue to monitor via TAS/behaviour policy processes + tutor report.
		  • If unsuccessful consider: Alternative Provision and/or a managed move. Letter home to confirm next stage of PSP

PSP Stage 3 **SLT lead(including report to Head Teacher)**	**6 weeks**	• Internal and external support reviewed and developed further– commissioned via TAS meeting • Review at end of 6 weeks • Emergency annual review for EHCP students if appropriate. • If unsuccessful, consider referral to Permanent Exclusion

		• If successful, confirm with a praise letter. Continue to monitor via TAS/behaviour policy processes and YLC report

Team Around the School (TAS) Meetings

One of the key principles of the Behaviour for Learning Policy at Sydenham School is that we should seek to understand the factors that may affect a student's behaviour and provide effect support to help improve behaviour of students. This support is coordinated through the Team Around the School Meetings. These are fortnightly meetings of key professionals in the school related to a particular year group.

The principle of the meeting will be based upon the graduated approach of Assess-Plan-Do-Review:

- The **'Assess'** section should be completed by the YLC or relevant member of Inclusion staff before the meeting. It can include the use of round robins, SIMS data (behaviour, progress, reports, FTE records, Intex records), teacher feedback, parent and student feedback. This should inform the colour coding of all students in the year group, led by the YLC.
- The **'Plan'** section takes place within the meeting.
- The **'Do'** section are the actions that should be completed outside the meeting. These should be recorded on CPOMs.
- The **'Review'** section takes place within the meeting.

Referral to TAS meetings

All students in the year group are colour coded into four key categories that mirror the London Continuum of Need and the Lewisham Multi-Agency Threshold guidance, and are linked to descriptors of behaviours:

Stage 4 - Red (Specialist): These students are monitored daily, professionals liaise on these students at least weekly. Discussed at every meeting. The situation for these children is volatile; it is based on need.
Stage 3 – Amber (Targeted): These students are discussed at every meeting. These are children who need more expertise.
Stage 2 – Blue (Universal Plus): These are students who require support additional to the usual pastoral and teaching structures and need to be monitored to ensure that their needs are being met. The YLC leads which students in this category are discussed in each meeting.
Stage 1 – Green (Universal): These are students whose needs are met by the provision within the usual pastoral and teaching structures.

YLCs and SLT Line Managers review the colour coding of their year group with their SLT line manager regularly. All students are allocated a category on CPOMs.

Alternative Provision / short term interventions

Alternative provision or short term interventions involve education elsewhere, normally for the purpose of improving a student's behaviour. The headteacher has the power to direct a student to be educated elsewhere for the purpose of improving their behaviour.

Sydenham School is responsible for ensuring that the student's full-time education continues whilst off-site. Any such arrangements do not amount to an exclusion from school.

In all instances, parental or carer involvement and approval will be sought for this provision. However, alternative provision or a short term intervention can be arranged without parental or carer approval. In this instance, parents or carers must be notified of the arrangements. Schools have the power to direct students to alternative provision; if the parents or carers will not sign the referral form, this process should be discussed with the Inclusion & Reintegration Officer at Lewisham Council.

Sydenham School Exclusion Policy

Sydenham School's Exclusion Policy is based upon the DfE's statutory guidance 'Exclusion from maintained schools, academies and student referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion' September 2017.

The power to exclude:

Good behaviour is essential to ensure that all students can benefit from the opportunities provided by education at Sydenham and that all students are feel safe within school. As a result, fixed term exclusions or permanent exclusions will be used as a sanction when warranted within the Behaviour for Learning Poilcy. The overview of sanctions in the Behaviour for Learning Policy indicates the types of incident that can lead to exclusion.
It should be noted that:

- a student who repeatedly disobeys their teachers' academic instructions can be subject to exclusion.
- the behaviour of a student outside school can be grounds for an exclusion.

Only the headteacher of the school can exclude a student, and this must be on disciplinary grounds. When establishing the facts in relation to an exclusion decision 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 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 exclude and to write a statement. In reaching the decision to 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 take account of the legal duty of care when sending a student home following an exclusion.

The Head teacher may withdraw an exclusion that has not been reviewed by the governing body.

Equality Statement:

The decision to exclude a student must be lawful, reasonable and fair and the statutory duty not to discriminate against a students on the basis of protected characteristics must be upheld. The school must comply with its legal obligation to fulfil the Public Sector Equality Duty, which is outlined further in the Sydenham Equality Policy. The school should give particular consideration to the fair treatment of students from groups that a vulnerable to exclusion.

Fixed Term Exclusions:

A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed term exclusion may also be for parts of the school day; in such instances the legal duty to notify parents and record the exclusion applies in all cases.

A fixed term exclusion cannot be extended or converted into a permanent exclusion. In exceptional circumstances, where new evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

In instances in which a fixed term exclusion has been given as a sanction, a reintegration meeting will take place with parents or caregivers. This will include a discussion of the incident(s) leading to the exclusion, the expectations of the student for the return to school and the support the school will provide. A copy of a written note of this meeting must be kept on the student file.

Permanent Exclusions:

Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the Behaviour for Learning Policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Preventing Exclusions:

Where the school has concerns about a student's behaviour, we will seek to identify any causal factors and intervene at an appropriate point in order to reduce the need for a subsequent exclusion. The coordination of this approach will be overseen by the Team Around the School forum and the tiered Pastoral Support Plan. At an appropriate point, this should include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have. Where appropriate, the use of a multi-agency assessment should be considered for a student who demonstrates persistent disruptive behaviour.

Students with Special Educational Needs:

The head teacher and governing body must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The Headteacher will, as far as possible, avoid permanently excluding students with an EHC plan. The school will engage proactively with parents in supporting the behaviour of students with additional needs. Where there are concerns about the behaviour, or risk of exclusion, of a student with an EHC Plan or additional needs, the school will work in partnership with other agencies to consider what additional support or alternative placement may be required. This will include an assessment of the suitability of provision for a student's SEN. Where an EHC Plan is in place, an early annual review of interim/emergency review may be requested. This work will be coordinated by the Team Around the School forum.

Looked after children:

The Headteacher will, as far as possible, avoid permanently excluding a looked after child. The school will cooperate proactively with foster carers or children's home workers, the local authority that looks after the child and the local authority's virtual school head. Where there are concerns about the behaviour, or risk of exclusion, of a looked after child, the school should work in partnership with other agencies to consider what additional support or alternative placement may be required. This work will be coordinated by the Team Around the School forum.

In the case of a looked after child, the school and the local authority should work together to arrange alternative provision from the first day following an exclusion rather than waiting for the sixth day.

Alternative Provision and Managed Moves

Sydenham School has the power to direct a student off-site for education to improve their behaviour. A managed move may also take place, if with the consent of all parties involved. The threat of exclusion must not be used to influence parents to remove their child from the school roll.

It is the responsibility of the governing body, delegated to the school's leadership team, to arrange education from the sixth day of a fixed-term exclusion. This can also be triggered by consecutive fixed term exclusions totaling more than five days.

If alternative provision is being arranged, parents must be informed of the following, where it can reasonably be found out within the timescale:

- the start date for any provision of full-time education that has been arranged for the student during the exclusion;
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the address at which the provision will take place; and
- any information required by the student to identify the person they should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.
The information above must be provided in writing but can be communicated via any effective method in the first instance (this may include email or text message, giving the notice directly to the parents, or sending the information home with the excluded student). It should be noted that a notice is not made invalid solely because it has not been given by the required time.

Informing parents about an exclusion:

Whenever the decision is made to exclude a student the headteacher will, without delay, notify parents or carers of the period of the exclusion and the reason(s) for it. This will ideally be done, in the first instance, by telephone or in person to allow the parents or carers to ask any necessary questions about the situation. The initial notification should inform parents of the arrangements that have been made to enable the student to continue their education prior to the start of any alternative provision or the student's return to school.

Without delay, parents must be provided with the following information in writing:

- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body and how the student may be involved in this;
- how any representations should be made;
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend;
- relevant sources of free and impartial information in line with the DfE's statutory guidance on school exclusions.

The headteacher must also inform the parent of the days on which the parents must ensure that the student is not present in a public place at any time during school hours. This must be without delay and, at the latest, by the end of the afternoon session.

Notification can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way. The headteacher must ensure that all communication is written clearly so that it is easily understood by parents. Where English is not the first language of the parents, due consideration should be given to translation of communication and a translator for representations to the governing body.

If a student is excluded for a further fixed-period following their original exclusion, or is subsequently permanently excluded, the head teacher must inform parents without delay and issue a new exclusion notice to parents.

The education of students prior to the sixth day of an exclusion:

Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of an exclusion, the school should take reasonable steps to set and assess work for the student. Work that is provided should be accessible and achievable by the student outside school.

In the case of a looked after child, the school and the local authority should work together to arrange alternative provision from the first day following the exclusion.

Parental Responsibility during an exclusion:

Parents must ensure that an excluded student is not be present in a public place during any time in school hours will be in the first five days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier). If a parent fails to comply with this duty without reasonable justification may be given a fixed penalty notice or be prosecuted.

Informing the governing body and local authority about an exclusion:

The head teacher must, without delay, notify the governing body and the local authority of:

- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the student);
- any exclusion which would result in the student being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any exclusion which would result in the student missing a public examination.

For a permanent exclusion, if the student lives outside the local authority area in which the school is located, the head teacher must also notify the student's 'home authority' of the exclusion and the reason(s) for it without delay.

The head teacher must also notify the local authority and governing body once per term of any other exclusions not already notified. Notifications must include the reason(s) for the exclusion and the duration of any fixed-period exclusion.

The duty of the governing body to consider an exclusion:

The governing body has a duty to consider parents' representations about an exclusion, as outlined in Annex A of the DfE's statutory guidance *A summary of the governing board's duties to review the head teacher's exclusion decision*).

This will be delegated to a designated sub-committee consisting of at least three governors.

The governing body must consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed-period exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term; or
- it would result in a student missing a public examination.

The requirements are different for fixed-period exclusions where a student would be excluded for more than five but less than 15 school days in the term. In this case, if the parents make representations, the governing body must consider within 50 school days of receiving the notice of exclusion whether the excluded student should be reinstated. In the absence of any representations from the parents, the governing body is not required to meet and cannot direct the reinstatement of the student.

Where an exclusion would result in a student missing a public examination the governing body must, so far as is reasonably practicable, consider the exclusion before the date of the examination. If it is not practicable for a sufficient number of governors to consider the decision before the examination, the chair of governors, may consider the exclusion alone and decide whether or not to reinstate the student. There is no legal obligation to enable the student to take the public examination, however, the governing body should consider whether it would be appropriate to exercise its discretion to allow an excluded student onto the premises for the sole purpose of taking the examination.

The following parties will be invited to a meeting of the governing body and allowed to make representations:

- parents (and, where requested, a representative or friend);
- the head teacher; and
- a representative of the local authority.

The governing body must make reasonable endeavours to arrange the meeting for a date and time that is convenient to all parties, but in compliance with the relevant statutory time limits set out above. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.
In the case of a fixed-period exclusion which does not bring the student's total number of days of exclusion to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

Where the governing body is legally required to consider the reinstatement of an excluded student they should:

- not discuss the exclusion with any party outside the meeting;
- ask for any written evidence in advance of the meeting (including witness statements and other relevant information held by the school such as those relating to a student's SEN);
- where possible, circulate any written evidence and information, including a list of those who will be present, to all parties at least five school days in advance of the meeting;
- allow parents and the student to be accompanied by a friend or representative

(where a student under 18 is to be invited as a witness, the governing board should first seek parental consent and invite the parents to accompany their child to the meeting);

- comply with their duty to make reasonable adjustments for people who use the school and consider what reasonable adjustments should be made to support the attendance and contribution of parties at the meeting; and
- identify the steps they will take to enable and encourage the excluded student to attend the meeting and speak on their own behalf (such as providing accessible information or allowing them to bring a friend), taking into account the student's age and understanding; or how the excluded student may feed in their views by other means if attending the exclusion meeting is not possible.

When considering whether to reinstate an excluded student, the governing body must consider the interests and circumstances of the excluded student, including the circumstances in which the student was excluded, and have regard to the interests of other students and people working at the school.

The governing body must also consider any representations made by or on behalf of:

- parents;
- the head teacher; and
- the local authority.

The governing body should clearly identify the steps it will take to ensure all parties (including the excluded student) will be supported to participate in its consideration and have their views properly heard.

When establishing the facts in relation to an exclusion the governing body 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'.
In the light of its consideration, the governing body can either:

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

Where reinstatement would make no practical difference because for example, the student has already returned to school following the expiry of a fixed-period exclusion or the parents make clear they do not want their child reinstated, the governing body must still consider whether the student should be officially reinstated.

If the governing body decides against reinstatement of a student who has been permanently excluded the parents can request an independent review.

Clear minutes of the meeting must be taken as a record of the evidence that was considered by the governing body. These minutes should be made available to all parties on request. The governing body should ask all parties to withdraw before making a decision. Where present, a clerk may stay to help the governing body by reference to their notes of the meeting and with the wording of the decision letter.

In reaching a decision on whether or not a student should be reinstated, the governing body should consider whether the decision to exclude the student was lawful, reasonable and procedurally fair, taking account of the head teacher's legal duties and any evidence that was presented to the governing body in relation to the decision to exclude.

The governing body must notify parents, the head teacher and the local authority of its decision, and the reasons for it, in writing and without delay. Where the student resides in a different local authority area from the one in which the school is located, the governing body must also inform the student's 'home authority'. This notification should set out the reasons for its decision in sufficient detail to enable all parties to understand why the decision was made.

In the case of a permanent exclusion where the governing body decides not to reinstate the student, the governing body's notification must also include the information below.

- The fact that it is permanent.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel and the following information:
    a) the date by which an application for a review must be made (i.e. 15 school days from the date on which notice in writing of the governing board's decision is given to parents – see paragraph 78);

b) where and to whom an application for a review (and any written evidence) should be submitted;
c) that any application should set out the grounds on which it is being made and that, where appropriate, this should include a reference to how the student's SEN are considered to be relevant to the exclusion;
d) that, regardless of whether the excluded student has recognised SEN, parents have a right to require the local authority/academy trust to appoint an SEN expert to advise the review panel;
e) details of the role of the SEN expert; and
f) that parents may, at their own expense, appoint someone to make written and/or oral representations to the panel.

- That, in addition to the right to apply for an independent review panel, if parents believe that there has been unlawful discrimination in relation to the exclusion then they may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination.
- That a claim of discrimination under the Equality Act 2010 made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place (e.g. the day on which the student was excluded).

Where the governing board declines to reinstate the student, it should draw the attention of parents to relevant sources of free and impartial information that will allow them to make an informed decision on whether and, if so, how to seek a review of the decision. This information should be included in the letter notifying parents of a decision to uphold an exclusion, which should also include the information outlined in the DfE statutory guidance.

The governing body may provide this information by delivering it directly to parents, delivering it to their last known address, or posting it first class to that address. Notice is deemed to have been given on the same day if it is delivered or on the second working day after posting if it is sent by first class mail.

The governing body should note the outcome of its consideration on the student's file and SIMS, along with copies of relevant papers for future reference. In cases where the governing body considers parents' representations but does not have the power to direct a student's reinstatement, it should consider whether it would be appropriate to place a note of its findings on the student's file and SIMS.

Claims of discrimination to the First-tier Tribunal (Special Educational Needs and Disability), in relation to disability, or County Court, for all other forms of discrimination, can be made up to six months after the discrimination is alleged to have occurred. Therefore where practicable the school should retain records and evidence relating to an exclusion for at least six months in case such a claim is made.

The removal of a permanently excluded student's name from the school register:

The governing body must ensure that a student's name is removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the governing body's decision to not reinstate the student and no application has been made for an independent review panel; or
- the parents have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review panel has been made within 15 school days, the school must wait until the review has been determined, or abandoned, and until the governing body has completed any reconsideration that the panel has recommended or directed it to carry out, before removing a student's name from the register.

Where a student's name is to be deleted from the school admissions register because of a permanent exclusion the school must make a return to the local authority. This return must be made as soon as the grounds for deletion is met and no later than the deletion of the student's name.

Marking attendance registers following exclusion:

Whilst an excluded student's name remains on a school's admissions register, the student should be marked using the appropriate attendance code. Where alternative provision has been made and the student attends it, an appropriate attendance code, such as Code D (if the alternative provision is at a PRU or independent school where the student is dual registered) or Code B (if the provision is an approved educational activity that does not involve the student being registered at any other school), should be used. Where students are not attending alternative provision, they should be marked absent using Code E.

The governing body's duty to reconsider reinstatement following a review:

Where the panel directs or recommends that the governing body reconsider whether a student should be reinstated, the governing body must reconvene to do so within ten school days of being given notice of the panel's decision. Notice is deemed to have been given on the day of delivery if it is delivered directly or on the second working day after posting if it is sent by first class mail.

Full reconsideration must be given to whether the student should be reinstated, whether the panel has directed or merely recommended it to do so. The reconsideration provides an opportunity for the governing body to look afresh at the question of reinstating the student, in light of the findings of the independent review panel. The governing body must be able to demonstrate how they have addressed the concerns raised by the independent review panel.

There is no requirement to seek further representations from other parties or to invite them to the reconsideration meeting. The governing body is not prevented from taking into account other matters that it considers relevant. It should, however, take care to ensure that any additional information does not make the decision unlawful. This could be the case, for example, where new evidence is presented or information is considered that is irrelevant to the decision at hand.

The governing body should base its reconsideration on the presumption that a student will return to the school if reinstated, regardless of any stated intentions by the parents or student.
The governing body should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by the governing board. These minutes should be made available to all parties on request. The governing body should ask any parties in attendance to withdraw before making a decision. Where present, a clerk may stay to help the governing board by reference to their notes of the meeting and with the wording of the decision letter.

In the case of either a recommended or directed reconsideration, the governing body must notify the following people of their reconsidered decision, and the reasons for it, in writing and without delay:

- the parents;
- the head teacher;
- the local authority; and, where relevant, the 'home authority'.

The governing body's notification should demonstrate how they have addressed the concerns raised by the independent review panel; this should be communicated in standard English for all parties to understand.

The governing body should note the outcome of its consideration on the student's file and SIMS, along with copies of any papers for future reference. The governing body must comply with any direction of the panel to place a note on the student's educational record (the student file and SIMS). Any decision of a governing body to offer reinstatement which is subsequently turned down by the parents should also be recorded on the student's file and SIMS.

The clerk must also note, where a student is not reinstated following a direction to reconsider, the exclusion does not count towards the rule that an admission authority may refuse to admit a child who has been excluded twice; or in the case of a community or voluntary controlled school, the governing board may appeal against the decision of the local authority as the admission authority to admit the child.

The decision to exclude when there is police involvement and/or parallel criminal proceedings:

The head teacher need not postpone taking a decision on an exclusion solely because a police investigation is underway and/or any criminal proceedings may be brought. In such circumstances, the head teacher will take a decision on the evidence available to them at the time.

Where the evidence is limited by a police investigation or criminal proceedings, the head teacher should consider any additional steps they may need to take to ensure that the decision to exclude is fair. However, the final decision on whether to exclude is for the head teacher to make.

Where the governing board is required to consider a reinstatement in these circumstances, it cannot postpone its meeting and must decide whether or not to reinstate the student on the evidence available.