



Streatham and Clapham High School

Senior School Behaviour for Learning Policy

September 2026

Person(s) responsible for this policy		Assistant Head (Pastoral)	
Last review by	M Furborough	Review date	September 2026
Date of next review		September 2027	

Statement of behaviour principles

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

Introduction

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

Policy Aims

This policy aims to:

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



communication with parents, and the legal background to specific procedures

Roles and Responsibilities

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

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

The members of staff with day-to-day responsibility for behaviour management are Megan Furborough in the Senior School, Alex Nicholson in the Prep School and Sophie Dowler in the EYFS.

All staff have a responsibility to:

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

Expectations

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

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

These principles are consistent with the Streatham & Clapham High School Code of Conduct which can be found in Appendix 1.



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

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

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

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

Behaviour in lessons

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

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

Uniform, behaviour around the building and out of lessons



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

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

Mobile Phones

In accordance with DfE guidance and GDST policy, GDST schools are mobile-phone free for pupils up to Year 11. Arrangements for Sixth Form students reflect their increased independence and maturity, however, any access to mobile phones for Years 12 and 13 will remain clearly defined and limited in time and location. All pupils, staff and visitors are expected to adhere to the guidelines in the Mobile and Devices Policy and Appendix 2 of the Online Safety Policy.

Behaviour outside the School and Online

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

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

Positive reinforcement and rewards

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



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

- Praise
- Written comments on work/in book
- Class Chart points
- Certificates
- Mentions in assemblies
- Motivational rewards/prizes
- Special awards at Achievement Assemblies and Prizegivings

By these means, the school seeks to motivate pupils, create a positive learning environment, raise pupils' self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement (see Appendix 2).

Disciplinary sanctions

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

- Verbal warning and correction
- Negative ClassCharts point
- Short length detention
- Longer length detention
- Catching up on missed work
- Repeating work to the required standard
- Loss of break times
- Removal from the classroom to work under supervision elsewhere
- Being placed on report
- Setting improvement targets
- Behavioural contract / Home-school agreement
- Head's detention
- Internal suspension
- In line with the GDST Exclusions Policy, fixed term and permanent exclusion

This list is not intended to be exhaustive but serves as an illustration of sanctions used. Serious disciplinary incidents and the sanctions imposed are recorded on CPOMS. See appendix 3 as examples

Following a sanction, the school will employ strategies to help pupils to understand how to improve their conduct and meet behaviour expectations. These might include:



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

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

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

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

Detentions

Parents are requested to check their daughter's ClassCharts with them where detentions are recorded. The school may also inform parents by letter, telephone calls, text messages or other means as appropriate. Detentions may be imposed on the same day and outside of normal school hours. All members of staff, including support staff, can impose detentions.

Removal from the classroom

Removal from the classroom is a serious sanction which will be only used when absolutely necessary as a response to serious misbehaviour. Parents will be informed on the same day if their child has been removed from the classroom. If a pupil is removed, they will be supervised by a member of the Middle or Senior Leadership team to continue with work.

Corporal Punishment

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

Pastoral Support Framework: monitoring, support and intervention



Through the pastoral and guidance systems the school has staff (tutors and Heads of Year) whose role is to support pupil welfare and well-being. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions and monitoring behaviour which gives rise to concern.

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

Pupils with SEND and additional needs

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

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

The use of reasonable force

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

Screening, searching and confiscation

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

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

The list of prohibited items include:

- Mobile phones, unless locked in the student's designated phone locker
- Knives and weapons
- Alcohol
- Illegal drugs



- Stolen items
- Cigarettes, tobacco and cigarette papers
- E-cigarettes, vapes and associated paraphernalia
- Fireworks Fire starters (e.g. lighters and matches)
- Pornographic images
- Any article a member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any other pupil or person

The list of items banned by the school is:

- Chewing gum
- Nuts (due to allergies)
- Medicinal drugs (all should be handed in to the School Nurse)

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

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

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

Malicious accusations against school staff

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

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

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

Staff Support and Development

Staff are supported in their implementation of the Discipline and Behaviour for Learning Policy through the



guidance and leadership of the Assistant Headteacher (Pastoral) and other pastoral staff, regular pastoral meetings and periodic staff training.

Partnership with Parents

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

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

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

Related Policies

This policy operates in conjunction with:

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

Legal/guidance framework

- Behaviour in Schools: advice for headteachers and school staff (February 2024)
- Keeping Children Safe in Education (September 2026)
- Mental health and behaviour in schools (November 2018)



- Searching, screening and confiscation: guidance for schools (July 2023)
- Restrictive interventions, including the use of reasonable force, in schools (effective April 2026)
- Independent School Standards Regulations 2014 (as amended)
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years (January 2015)

Monitoring, Evaluation and Review

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

Date: September 2026

Date of review: September 2027

Appendix 1 – Senior School Code of Conduct

Purpose: A code of conduct exists for the smooth-running of the school and there is an expectation of



everyone to behave in a polite and considerate manner in line with the school's values of kindness, respect, integrity and compassion. Kindness and respect are a feature of SCHS and high standards of behaviour are expected from students at all times, whether in or out of school. We commit to creating a positive and supportive environment for ourselves and peers. Class Chart points are awarded under our positive behaviour for learning strategy.

How should students treat each other?

- Make everyone feel welcome, especially new members of the school.
- Be community minded and aware of the feelings of others and listen to their opinion.
- Be positive in your dealings with others and never put them down.
- Offer support to anyone who is unhappy or lonely.
- Respect the differences between people whether physical, social, racial or religious.
- Respect the property of others; hand in lost property and do not tamper with other people's work, possessions or lockers/padlocks. Don't borrow other people's property without permission.
- Respect the privacy of others; do not encroach on their space or copy their work.
- Use language that is respectful of and kind toward others and that does not perpetuate stereotypes or offend others.
- No shouting, calling out or interrupting.
- No bullying of our fellow pupils in any way, as outlined in the school's Anti-Bullying Policy (bullying also includes cyberbullying, prejudice-based and discriminatory bullying).
- Adhere to the ICT Acceptable Use Agreement.
- Be quiet in corridors in order not to disrupt lessons. Be silent when there are examinations happening and respect the quiet environment of the library.

How should students treat the staff?

- Be positive, polite, cooperative and helpful.
- Be punctual in arriving at school, and for all lessons, meetings, and appointments.
- Complete work fully and on time to the best of your ability.
- Pay attention in class, be eager to learn and contribute positively.
- Make sure you have all necessary equipment both for lessons and homework.
- Contribute to and involve yourself in as many aspects of school life as you are able.
- Behave in an exemplary way when on trips as an excellent ambassador of the school.

How we should treat the wider community – visitors to the school and outside school



- Be polite and courteous at all times.
- Be considerate of others – do not block pavements, drop litter, leave bags in unsuitable places or talk too loudly in public places.
- Behave in an orderly manner on public transport, queuing as appropriate.
- Behave with due regard to road safety so that the safety of others is not put at risk.
- Be mindful of neighbours and local residents when arriving at school for an early school trip departure or returning late.
- Represent Streatham & Clapham with pride.

There is no comprehensive, definitive list of school rules and the rules will evolve as circumstances dictate. However, there are underlying guidelines for all members of the school community. These include:

1. Safety

- No running in school corridors or on stairs. Walk on the left-hand side where possible.
- No student should sit on window ledges, lean out of open windows, go onto flat roofs or climb to a height.
- All belongings should be stored tidily and safely. No school bags are to be left in corridors. In form rooms, bags should be left at the back or side of the room so as not to impede movement.
- No student should enter a laboratory, studio, fitness suite, swimming pool or music room before a member of staff arrives.
- Cycling is not permitted in the school grounds.
- No student should have medicines in her possession (except EpiPens, diabetic pens and inhalers for asthma in the Senior School)
- Follow the rota at lunchtime to ensure that everybody can eat lunch in the dining room as quickly and smoothly as possible.
- Always adhere to all regulations made for Health and Safety purposes: e.g. with regard to fire exits, fire drills and emergency evacuation procedures. In laboratories, workshops, in any sporting activity where equipment is involved, or wherever any electrical equipment may be used, the rules set by the staff about clothing, hair, behaviour and movement must be followed.

2. Attendance



- Senior School students who arrive early may go to the MDH from 07:45. All students who arrive before 08:10am must sign in via Inventory at Reception. Between 08:10 and 08:23, students may enter via the Sports Gate.
- Morning registration begins at 08:25am. Students must be sat in their form rooms by this time, with the correct equipment and ready for the day. If a student arrives after 08:25am, they will receive a same-day late detention.
- No student may leave school without permission from a member of the Senior Leadership Team, their Head of Year, School Nurse or Attendance Officer.
- Any student with permission to leave school during the day must attend Reception to sign out. Evidence should have been sent by parents in advance.
- No student should absent themselves from any lessons. In the case of illness, Senior School pupils should report to the School Nurse.
- By 16:10 students should have left the premises, unless engaged in a supervised after school activity or working in the library. If so, students must have signed in via Inventory.
- Year 12 students must remain on the school premises between 08:25 and 15:55 but may leave for lunch (between 12:45 and 14:05).
- Year 13 students may leave the school premises if they have a free Period 6 (15:00) and only if they have sent off their UCAS application. We reserve the right to take away this privilege if needed.
- If a student cannot participate in PE lessons for medical reasons, she must bring a note from parents and is still expected to attend the PE lesson where alternative roles will be found by the class teacher.

3. Property

- The school cannot take responsibility for a student's property or for sums of money brought on to the premises. Therefore, in the best interests of everybody, sums of money must be kept to the minimum and students should avoid bringing valuable or sentimental items into school that may get lost.
- All clothing and possessions brought to school must be marked with the owner's name. Possessions should be locked away in lockers when not in use.
- Musical instruments and their cases must be named and should be left in specially designated places.
- No student is to borrow clothes or property from another student even with that student's permission.
- Students who have lost property should, in the first instance, ask at reception.



4. Mobile phones and devices

- All students must adhere to the ICT User Agreement policy.
- Pupils must not use their mobile device whilst they are on the school site, unless in exceptional medical circumstances and only with the explicit permission of the Assistant Head Pastoral.
- Wearable smart devices - including smart watches and smart rings - are not permitted in school, unless in exceptional medical circumstances and only with the explicit permission of the Assistant Head Pastoral.
- Years 7 to 11: mobile phones must be locked in their mobile phone lockers as soon as students arrive on site and must not be removed until the end of their school business on that day (this includes after-school activities, performances and competitions).
 - Years 7 to 9 only: must not have a smartphone (a phone with internet capabilities) in school. Pupils in Years 7, 8 and 9 are permitted to bring in a 'brick' phone (a phone without internet capabilities) for use to and on the way home from school only.
 - Years 10 and 11 only: are permitted to bring in a mobile phone (either 'brick' or smartphone) for use to and on the way home from school only.
- Years 12 and 13: are allowed to keep their mobile phone on their person, but they must be kept on silent in order to minimise disruption. Mobile phones must not be used, seen or heard except when students are in the designated sixth-form area (the Sixth Form Café). This includes when students are moving around the school site; in lessons; or working in the Sixth Form Study Centre or Sixth Form classrooms. Sixth Form pupils must not wear headphones except for the purpose of work and only in the designated sixth-form areas (the Sixth Form Café and the Sixth Form Study Centre).
- Before Posting on Social Media, **THINK**:
 - T – is it True?
 - H – is it Helpful?
 - I – is it Inspiring?
 - N – is it Necessary?
 - K – is it Kind?
- Do not take, download or store photos or videos of students or staff (or others in the community) in school or out of school on iPads, devices or phones without their permission. Do not share or edit images/ videos of students or staff (or others in the community) in school or out of school, without their permission.
- Do not use social media on your devices - this is monitored by the school through Lightspeed.



5. Appearance

- Students are expected to be in full school uniform every day. As of September 2024, if a student has a timetabled PE lesson then they can come to school in their SCHS branded sports kit – tour kit and hoodies are not permitted. On days when they don't have a timetabled PE lesson, students are expected to change into their SCHS branded PE kit for sports clubs and practices or Kinza
- We want girls to wear their uniform with pride, ensuring that they are smartly dressed and that their uniform adheres to the school rules. This means that:
 - Pupils should be in correct school uniform at all times, including wearing their blazer.
 - Uniform should be unadjusted, and skirts should be knee length.
 - No jewellery is allowed apart from a single set of studs in the lobe (no hoop earrings), or an item of religious significance that is not visible – this must be agreed with the Head of Year. Students may wear a wristwatch.
 - All jewellery, including studs, must be removed for PE.
 - Trainers are not allowed unless worn as part of the PE Kit. They must be a performance trainer – no Nike Air Force 1s. Crocs, Uggs, sliders and/or other shoes are not permitted.
 - Pupils are not allowed to wear nail varnish or any other adornments to their nails.
 - Smart watches and other smart devices are not allowed.
 - Make-up should not be worn.
 - Coloured hair is not permitted. We acknowledge that natural hair colour can vary widely between different individuals and cultural backgrounds. However, extreme colour contrasts are not permitted during school hours.
 - SCHS has adopted the HALO code. This protects all staff and pupils who come into school with natural hair and protective hairstyles associated with their racial, ethnic, and cultural identities. If worn, wraps should be in school colours: black, white or mauve.
 - Coats, scarves, gloves and other outerwear may not be worn inside the building. Hoodies are not permitted.
- Sixth Form students may wear their own clothes which can be smart/casual but should be appropriate for a professional environment. More details can be found in the induction booklet.

6. Prohibited and banned items

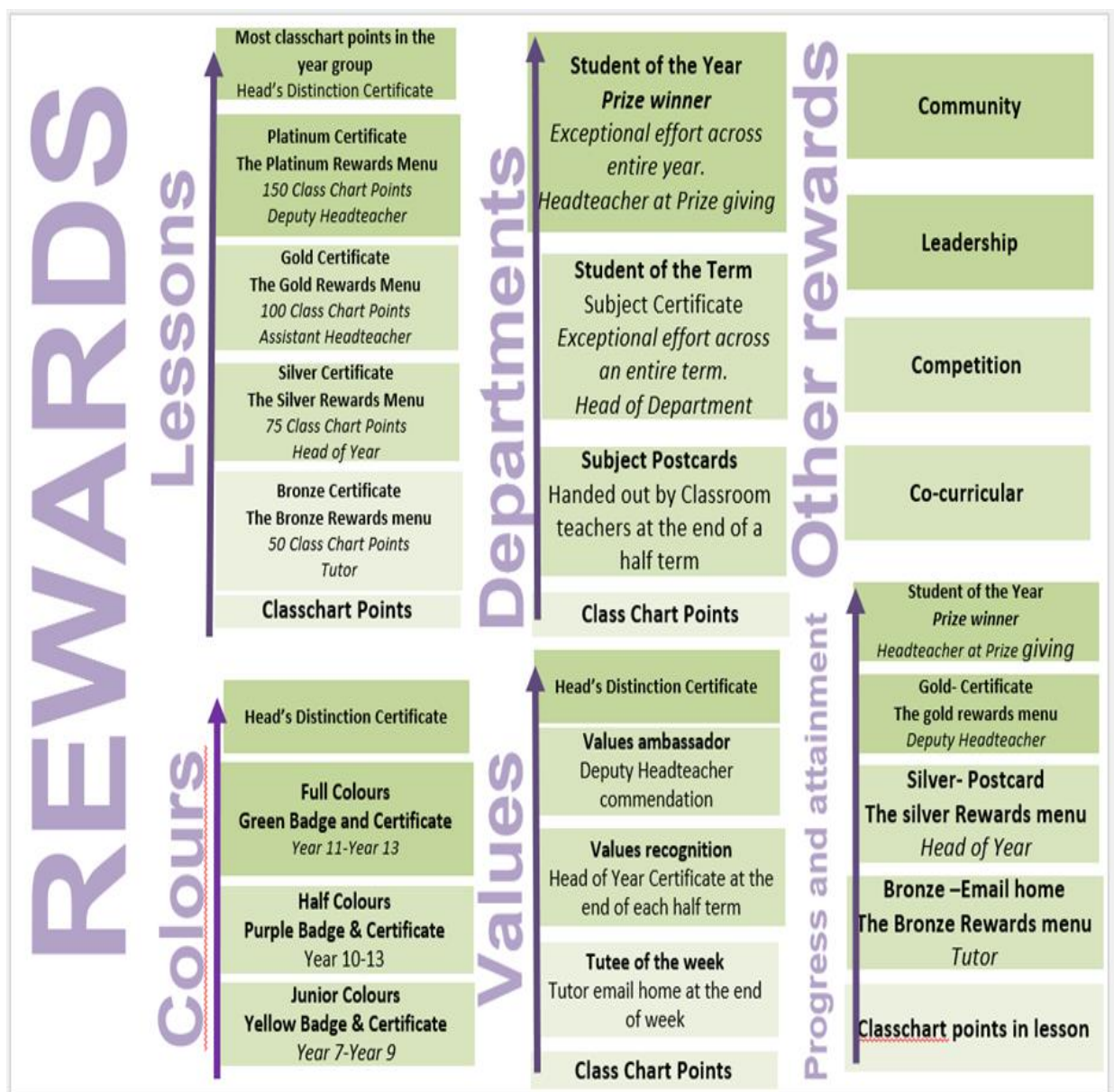
- The list of prohibited items include:
 - Mobile phones, unless locked in the student's designated phone locker



- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco and cigarette papers
- Vapes and vaping paraphernalia
- Fireworks Fire starters (e.g. lighters and matches)
- Pornographic images
- Any article a member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any other pupil or person
- The list of items banned by the school is:
 - Chewing gum
 - Nuts (due to allergies)
 - Medicinal drugs (all should be handed in to the School Nurse)



Appendix 2 - Rewards





Appendix 3 - Sanctions

Stage	Strategy	Length	Record	Examples of behaviour
1	Warning - Verbal	N/A	N/A	Off-task behaviour, including talking
	Warning - Negative Point	N/A	ClassCharts	- No improvement after verbal warning - First incident: missing homework, missing equipment.
2a	Lunchtime Detention	20 minutes	ClassCharts	- No improvement after negative point is issued - Repeated misdemeanor - Disrupting the learning of others - Misuse of device in lesson - Late to lesson - Unkindness - Chewing gum - Late to school (Year 7-11) on any occasion
3a	Upscaled Lunchtime Detention	30 minutes	ClassCharts	Failure to attend 20-minute lunchtime detention
2b	SIXTH FORM ONLY Morning Late Detention	25 minutes	ClassCharts	Late to school (Sixth Form)



3b	SIXTH FORM ONLY Upscaled Late Detention	At the discretion of the Director of Sixth Form	ClassCharts	• Failure to attend 25-minute late detention (Sixth Form) • Persistent lateness (Sixth Form) Persistent lateness will result in learning conversations and are addressed individually, with sanctions determined on a case-by-case basis.
4	After School Detention	60 minutes	Classcharts CPOMS	• Failure to attend 30-minute upscaled lunchtime detention • Mobile phone misuse (first or second infringement) • Repeated poor behaviour • Serious unkindness • Health and Safety concern • Persistent lateness
5	Head's Detention	60 minutes	Classcharts CPOMS	• Persistent failure to attend after school detention • Serious unkindness on more than one occasion • Bringing the school into disrepute • Health and Safety concern
6	Internal Suspension	At the discretion of the Head	CPOMS	• Mobile phone misuse (third infringement) • Bullying • Stealing • Banned Items • Racism • Health and Safety concern • Damage to school property
7	Fixed Term Suspension	At the discretion of the Head	CPOMS	• Prohibited or banned items (in more serious cases, this could lead to a permanent exclusion) • Bullying • Physical altercation • Racism • Health and Safety concern



STREATHAM
& CLAPHAM
HIGH SCHOOL