

Each day, discovery.



ELTHAM COLLEGE

9a Behaviour Policy

Last reviewed: September 2025



Version Control Information

Reason For Amendment	Name	Date	Main changes
Annual Review		August 2016	Merging of Junior and Senior School policies.
Annual Review		August 2017	
Recommendation from ISI	Ann Massey	February 2018	Removal of conditional language
Annual Review	Ann Massey	June 2020	Updated to reflect current practice
Annual review	Ann Massey	August 2021	Additional detail on how standards are promoted.
Annual review	Ann Massey	August 2022	Updated to include the Eltham Constitution and Congress.
Annual review	Ann Massey	July 2023	Updated to reflect changes in Sanction and Support policy Senior School
Updating Junior School appendix to reflect current practice	Andrew Taylor	October 2023	Minor amendments to Junior School appendix
Annual review	Ann Massey	July 2024	Updated related documents to include a wider range of applicable policies
Annual review	Sami Michael	Sept 2025	Minor rewording of 'Code of Conduct' to reference our approach to child-on-child abuse, and how the Constitution is reviewed as part of Student Voice. Reference made to the new mobile phone policy in Section 3.

Other Related Documents

- Sanctions and Support Policy (Junior School);
- Sanctions and Support Policy (Senior School);
- Exclusions Procedure;
- Complaints Policy;
- Anti-Bullying (child on child abuse) Strategy
- Attendance Policy
- The Eltham Constitution
- Acceptable Use of IT Policy – Junior and Senior School



1 Introduction

Eltham College encourages students to adopt the highest standards of behaviour, principles and moral standards. We promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. We develop qualities of teamwork and leadership through our extensive programme of co-curricular activities.

Eltham College is an inclusive community. We welcome students from a variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, aim to develop the whole person equipped to take his/her place in the modern world.

Although sanctions can be a deterrent, the school believes that it is crucial to promote good behaviour amongst the student body.

2 Code of Conduct

The school community of Governors, staff, parents and students adhere to a code of conduct, rather than to lists of regulations. Eltham College sees education as a partnership. Our staff are committed to excellence, and to fostering a spirit of trust and cooperation. We expect the highest values and standards of behaviour both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

Students treat staff and each other with consideration and good manners and respond positively to the opportunities and demands of school life. They follow the school's Rules and Regulations as outlined in the Eltham Constitution and other school policies.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Any form of harassment and/or bullying will not be tolerated. Our Anti-bullying Strategy, which also makes clear our approach to any form of child-on-child abuse, is available on the website or from the Headmaster's Assistant. The school is strongly committed to promoting equal opportunities for all.

Students are ready to learn and to participate in school activities. They will attend school and lessons punctually and follow the school's attendance policy. They will care for the buildings, equipment and furniture. Students will always behave in a manner that reflects the best interests of the whole community.

The aims of the school set out the nature and importance of positive behaviour to our community. The code of conduct summarises these expectations which centre around the issues of students' rights and responsibilities and the need for respect for others.

The Eltham Constitution highlights our expectations for students. Congress, as part of our commitment to student voice, reviews the Constitution and recommends any alterations or updates to school senior leadership. The Constitution is updated annually by the Deputy Head (Pastoral), is available on the school website, and is published in the Student Information Booklet.



3 How are these Standards Promoted?

Time is taken on a regular basis in Chapel and Assembly to talk about issues surrounding behaviour. Talks may focus on specific issues (such as online safety) but also will discuss the moral and ethical principles behind good behaviour.

Staff role model positive interactions and uphold our expectations of the highest standards of behaviour.

The Wellbeing (PSHE) curriculum addresses many issues connected with good behaviour and promotes the 5R's: Respect, Relationships, Resilience, Responsibility and Readiness.

The Relationships and Sex Education policy outlines the way in which students are taught about healthy relationships and helped to understand ways in which they can identify and respond to relationships that are harmful or abusive.

The Anti-Bullying Strategy helps to ensure that where standards of behaviour fall below expectations, the response is fair, proportionate and contextual.

The Eltham Constitution outlines our expectations for behaviour and the support and consequences that apply if these expectations are not met. The constitution was approved by the Eltham Congress in 2021 and is reviewed annually by Congress and the Deputy Head (Pastoral).

The notion of community is very strong at Eltham, both in the sense of the school itself and the local and wider world. The idea of community is regularly promoted via Chapel and Assembly and there is an extensive Community Service programme in the Sixth Form. There are various prizes on speech day which recognise contributions in these areas.

4 Involvement of Parents and Guardians

Parents and guardians who accept a place for their child at Eltham College undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, use of devices (including mobile phone policy), uniform/dress and appearance, standards of academic work, co-curricular activities and homework/private study.

We will always telephone the home on the first day of an unexplained absence to make sure that your child has not suffered an accident. Please note that it is the Governors' policy not to allow holiday to be taken during term, except in exceptional circumstances.

Regular parents' evenings are arranged which provide opportunities for staff to discuss behaviour related issues with parents and students in all year groups.

5 Involvement of Students

Our experience shows that the ethos of and respect for the school is enhanced by listening to our students and by encouraging constructive suggestions from them e.g. via Student Prefects, the Eltham Congress, Anti-Bullying Ambassadors, Tutor time, student surveys and clearly-signposted and accessible reporting systems including an anonymous reporting system, *Whisper*.



6 School Rules and Regulations – The Eltham Constitution

The school's Rules and Regulations as outlined in the Eltham Constitution are designed to encourage positive behaviour; its sanctions are to help us to manage challenging behaviour and are based on the premise that students learn from mistakes that they make. The Eltham Constitution is available on the website and the rules and regulations outlined in this may change from time to time. Parents and guardians undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of our community as a whole.

If a student is subject to sanctions for inappropriate behaviour, then the pastoral staff, usually the Tutor or Head of Year will spend time with the student pointing out the implications of their behaviour and encouraging more appropriate conduct.

The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Our response to incidents is fair, proportionate and contextualised. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of sanctions include supervision at lunchtime, early morning report, afterschool detention on Friday, Saturday detention, suspension for a specified period, removal or exclusion. We do not allow students to accumulate an indefinite number of sanctions. The school's policy on exclusions is available on the website and from the Headmaster's Secretary.

7 Teaching and learning

Eltham College aims to raise the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard.

8 Complaints

We hope that you and your child do not have any complaints about the operation of our behaviour policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage but copies of the School's complaints procedure are available on the school website and from the Headmaster's Secretary. We undertake to investigate all complaints and to notify you of the outcome of the investigation within 28 days. We maintain records of complaints for three years after your child has left our school.



APPENDIX: Junior School Expectations

All Junior School staff and children are aware of the School's expectations regarding conduct and attitude towards others and self. The School's expectations revolve around the '5Rs' framework: Resilience, Respect, Relationships, Responsibility and Readiness. Junior School students, in particular the School Council, were instrumental in helping shape this framework, and this framework is referenced frequently in lessons, assemblies and many aspects of Junior School life. The framework is celebrated by the public awarding of '5Rs' Certificates by the Headteacher to students who have demonstrated a strong affiliation with any one of the '5Rs' in recent days or weeks. The children have created posters for their own classrooms explaining what the '5Rs' mean to them.

In addition to the '5Rs', Junior School children are all encouraged to adopt the following basic standards of good behaviour:

1. We will respect others at school. This means I will:

- Ask to borrow something rather than take it;
- Look after other people's things;
- Not talk when others are talking;
- Speak politely and avoid shouting;
- Not swear at anybody;
- Care for and about others.

2. We will treat others the way we want to be treated. This means I will;

- Share with others;
- Be kind and considerate to everyone;
- Help others when they are hurt or sad;
- Try to be positive at all times;
- Never say nasty or hurtful things to anyone.

3. We will keep safe at school. This means I will:

- Not run inside the building;
- Only kick balls on the field, not the playground;
- Not bully others or hit, kick, punch or bite them;
- Learn the places I can go to and play while at school;
- Copy others who are setting a good example;
- Tell a teacher if I witness unsafe or inappropriate behaviour;



- Make sure I am a good role model, especially to younger children.

4. We will make sensible choices at school. This means I will:

- Bring food and snacks to School which confirm to the healthy eating policy;
- Never bring nuts to School as they can trigger serious allergic reactions in some people;
- Remain in the playground or on the field during break and lunch, unless I have a very good reason to come inside the building;
- Drink only water during class time;
- Respect school property and the environment.

5. We will respect the School's rules on mobile phones and other electronic devices. This means I will:

- Never bring a phone, laptop, smartwatch or other expensive electronic device to School without the clear permission of my parents AND a member of staff;
- Understand that coach users have blanket permission to bring phones to School (subject to parental consent), but only for the purpose of making emergency contact with a parent;
- Respect the rule that any phones, laptops or similar items must be switched off or set to silent during the whole school day, and must not be switched on or operated without the permission of a member of staff;
- Keep electronic devices out of sight in my bag or desk during the school day, or leave them with a staff member for safekeeping;
- Hand my electronic devices to any member of staff who deems it necessary to see, examine or confiscate the item;
- Never engage in any form of cyber-bullying.

CHANCES

I will always have the **chance** to explain my actions.

CONSEQUENCES

When I don't make a sensible choice in the playground these are the steps that may happen:

1. The member of staff on duty discusses the behaviour observed and the rule that has been broken;
2. Student removed from playground/walk around with duty teacher;
3. Class teacher to work with parents on behaviour modification for repeat offences;
4. Depending on the severity of the transgression, a yellow or red flag may be awarded;



5. For serious or persistent rule-breaking, parents may be notified by the Head of Section or Deputy Head Pastoral.

When I don't make a sensible choice in the classroom these are the steps that may happen:

1. The teacher may give me a gentle verbal reminder of relevant school rules and expectations;
2. Name put on whiteboard with a warning;
3. Tick is placed beside name;
4. Yellow or red flag awarded depending on seriousness of the incident;
5. Parents are automatically informed by email of yellow and red flags;
6. Head of Section becomes involved;
7. Deputy Head Pastoral may become involved with particularly serious or repeat offences;
8. Form tutor calls a meeting with parents;
9. Member of Senior Leadership Team calls a meeting with parents.