



# BEHAVIOUR FOR LEARNING POLICY

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## 0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2.0	5	Change of wording Internal exclusion Unit – Internal Exclusion
2.0	7	Added wording into Banned items list – sports tops
2.0	8	Review and update of entire section including Appendices
2.0	11	Update of quote from KCSIE Malicious definition
2.0	11	Change to wording in last paragraph
2.0	12	Change of wording Internal exclusion Unit – Internal Exclusion
2.0	13	Change of wording Internal exclusion Unit – Internal Exclusion
2.0	15	Change of wording correct behaviour – support positive behaviour
2.0	15	Change of wording in table
2.0	16	Moblile phone Change of wording in after school section - After-School students should not use their mobile phones until they leave the school premises. If a student is seen using their mobile phone before they leave the school premises, it will be confiscated.
2.0	16	Sixth Form Code of Conduct Agreement Change of wording Internal exclusion Unit – Internal Exclusion
2.0	16 - 23	Appendices reorders. Safer working practices updated.

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## 1. AIMS

Our aim for the Royal Greenwich Trust School is to have a reputation for instilling good behaviour and being consistent with our expectations for all of our students. Therefore, we want our students to model exemplary behaviour, responding to and interacting with adults and their peers with good manners and with a respectful attitude. At RGTS, we expect our students to recognise the need to behave in a moral and upright manner, and to recognise their duty of contributing towards the building of a cohesive community.

Students will be taught to take responsibility for their own actions and to accept the consequences of their choices. In order to be ‘the best that they can be’, ultimately, we aspire for our students to become independent, self-disciplined, self-regulating learners. We will strive to ensure the right balance of reward and sanction to achieve this end.

In compiling our policy, the governors have consulted the appropriate sections of the Education and Inspection Act 2006.

## 2. RESPONSIBILITY

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff (including senior staff, teachers, support staff and voluntary staff) will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising staff in senior leadership roles on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The school committee, Headteacher and staff will strive to ensure that all are treated appropriately and consistently and that the concerns of students are listened to and dealt with. The Governors acknowledge, at the same time, their duties under the Equality Act 2010 and their responsibilities to safeguard and promote the welfare of children, including those with Special Educational Needs (SEN).

Parents and carers will be expected, encouraged and supported in taking responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents and carers to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy. On their child’s entry to the school, parents sign the Home-School Agreement, demonstrating intention to uphold our standards of behaviour and cooperate with any sanctions imposed.

### Roles and Responsibilities of Headteacher, Other Staff, Governors & Parents

- The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to Governors on its impact. Inclusion and exclusion figures will be reported to the Governors.

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- The Headteacher and staff will be responsible for applying the principles identified above when implementing the policy.
- The governors will monitor behaviour in the school using a variety of means.
- Parents/Carers *must* support the sanctions imposed by the School.

### Staff Training

Our staff are provided with regular training on managing the behaviour of students; this includes the proper use of restraint, as part of their induction process and ongoing professional development.

Behaviour management will also form part of continuing professional learning (CPL)

## 3. CORE EXPECTATIONS

### In Class Expectations

#### 1. Follow all instructions straight away

- Students are expected to comply with all requests made of them by teaching staff and support staff in any given situation
- Students are not expected to question instructions which are given
- If students feel that unreasonable requests are made of them, they should speak to their Tutor or Head of Year at an appropriate time.

#### 2. Be properly dressed, equipped, and organised for all lessons

- Students are expected to be wearing the correct uniform in lessons
- Students must have their planner plus any necessary books, equipment, or kit with them for all lessons.

#### 3. Complete all work set to the best of your ability and support the learning of others

- Students are expected to ensure that all classwork and home learning is reflective of their true ability and is completed according to set deadlines
- Students should demonstrate behaviours which are of a collegiate nature and show kindness towards and consideration for others.

### Outside the Classroom

#### 1. Follow all instructions straight away

#### 2. Be properly dressed and equipped at all times

- Students must always have their shirts tucked in and wear their ties appropriately.
- Students must always wear their blazers when walking around the school.
- Students may wear trainers when engaged in outdoor activities at break and lunchtime, but shoes must be put on before making their way to lessons or registration
- Students are expected to remove outdoor coats and hats before entering the school building.

#### 3. Make a positive contribution to the RGTS Community

- Show gratitude towards teachers and peers.

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- Act as an excellent ambassador for the school and participate in extra-curricular activities and events
- Treat the environment with respect:
  - Place litter in the bins provided
  - Eat only in the designated areas
  - Ensure that all areas remain free of graffiti and chewing gum
  - Report any damage to a member of staff straight away.

Where students do not uphold the core expectations, this will be followed up and appropriate sanctions applied where required.

#### 4. OUR GUIDING PRINCIPLES

- Excellent behaviour is a prerequisite to quality learning.
- All students have the right to learn and achieve their potential and the responsibility to let others do the same.
- We will deal with any transgressions promptly and with respect for the individual.
- The school will encourage parents/carers to work in partnership with the school and will do our best to ensure a good working relationship.
- We will listen to students and respond to their concerns.
- Maintaining excellent behaviour is the responsibility of all staff.
- We will expect our students to be great ambassadors for the school by behaving well at school but also when travelling to school or from school and in the local area.
- The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every student. Rewards, therefore, should be appropriately balanced with sanctions.

#### 5. STRATEGY

In order that this aim is achieved, staff at RGTS will:

- Establish and set out formally, in various documents such as the students’ planners, our expectations of what constitutes good behaviour and the standards we expect.
- Set out, formally, examples of unacceptable behaviour.
- Publish, operate and update, at least annually, a ‘Tariff’ system of guideline sanctions for behaviour infringements, thereby promoting consistency.
- Operate a recording system to note and deter incidents of poor behaviour, facilitating a clear picture of the students’ infringements.
- Strive for fairness and consistency in the management of students.
- Develop and reinforce positive attitudes towards activities that promote community cohesion.
- Celebrate and reward effort and achievement e.g. through praise and, more formally, through commendations and reward points.
- Encourage faculties to develop their own complementary policies on behaviour to reinforce school systems e.g. postcards home or faculty rewards.
- Place students with barriers to learning linked with behavioural difficulties in Internal Exclusion. The purpose of this facility is to help the students to improve their behaviour and relationships; rehabilitate and, ultimately, re-integrate them, in a staged way, into mainstream lessons.
- Use consultants and refer students to outside agencies, where appropriate, to help them improve their behaviour.

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- Give staff regular in-service training targeted at giving them the necessary behaviour management skills.
- Not allow disruptive or challenging behaviour to mar lessons or prevent others from learning.
- Use prefects and a peer mentoring system to model and enforce good behaviour.
- Endeavour to identify signs of extremist or radicalised behaviour and respond, swiftly, by working with the relevant external agencies.

## 6. STANDARDS FOR GOOD SIXTH FORM BEHAVIOUR

When entering the Sixth Form at Royal Greenwich Trust School, students must appreciate that they are joining a learning community. The school expects our Sixth Formers to understand that the school is a place of work and learning, to occur in a calm and civilised manner. This recognises the rights of other members of our school community to work without interruption and distraction. When Sixth Formers are not taking part in timetabled lessons, supervised private study will take place in the study areas where Sixth Formers are expected to sign in and use their time effectively. Sixth Formers should also actively seek to become ambassadors within the school, becoming prefects, mentors and positive role models to the younger school community.

The Sixth Form will follow the same behaviour systems as the rest of the school. Sixth Form students may be sent home to retrieve items if they arrive for school unprepared or if they are not properly dressed. Persistent lateness will result in sanctions being issued which could include a referral to the local authority attendance team. Additional sanctions include:

- Community Service
- Detentions
- Referral to the Internal Inclusion
- Exclusion
- Individual Student contracts drawn up by a member of the sixth form team in partnership with parents/carers

The above is not intended to be exhaustive, and further sanctions may be implemented in the event of very serious incidents. Students who persistently fail to meet the expectations of school may jeopardise their place at RGTS if a positive way forward is not secured.

## 7. SCHOOL EXPECTATIONS

Please see below important expectations which all students are expected to adopt and abide by. This list is not intended to be exhaustive and applies on the way to/from and whilst at school.

### Students are expected to:

- Keep to the left on stairs and corridors and remain in single file.
- Follow all one-way systems
- Avoid loitering or congregating in internal communal areas
- Remain calm and orderly while moving around the building.
- Carry books and equipment in an RGTS bag capable of being closed with a zip or buckle.
- Bring a reading book to school with them every day.

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- Only bring small amounts of money (less than £10) to school. In normal circumstances, though, it is preferred that students bring no money at all. Money must not be lent or borrowed and there must be no buying or selling between peers.

**Banned Items**

- mobile phones
- headphones
- hooded, sweatshirt or sports tops
- chewing gum, alcohol, pornography, stink bombs, lasers, fireworks, stolen items, tobacco or other smoking materials
- offensive weapons e.g. a knife, knife blade or razor blade; any other article which has a blade or is sharply pointed, or anything which is made, or adapted to cause injury; any imitation or real firearms.
- illegal drugs or “legal highs”, or
- any other items likely to cause disorder.

All such items may be confiscated.

**Prohibited Activity**

- horseplay, play fighting, fighting, inciting violence or threatening behaviour
- filming of peers or staff without their knowledge or consent
- smoking/vaping
- involvement or association with street gangs
- incitement to violence, threatening and/or aggressive behaviour.

**Appearance**

- Earrings should be small gold or silver studs or sleepers, one pair only worn in the lower lobe. No other piercings or tattoos.
- No other jewellery except a plain watch.
- Hairstyles must be conventional: not exaggerated, lined, or coloured.
- Eyebrows must be natural.

**We reserve the right to search pupils, with or without their consent**

**8. ANTIBULLYING**

**Policy Aims and Ethos**

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2021 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance.

**Introduction**

All staff and Governors believe that our school will provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. The schools core expectations, values (Responsibility, Grit, Teamwork, Success) alongside the six graduate strands (Communication, Investigation, Networking, Participation, Scholarship and Vision) play a crucial role in ensuring positive behaviour for learning, enabling all students to feel secure and safe to learn.

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Bullying will never be tolerated at Royal Greenwich Trust School and any cases of bullying will be treated very seriously.

- This policy outlines what RGTS will do to prevent and tackle all forms of bullying
- The policy has been adopted with the involvement of the whole school community
- RGTS is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

#### Links to Legislation and Guidance Documents

This should be read in conjunction with other policies, particularly

- safeguarding (child protection)
- Behaviour for learning policy (expectations, rewards, sanctions, expectations on the use of mobile phone)
- Home-school contract (responsibilities of the school, students and parents)
- E-safety (cyberbullying)
- Character Development PSHE (prevention and curriculum).

#### Links to Legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- DfE Guidance on Preventing and Tackling Bullying 2017.

#### Roles and Responsibilities

These are in line with the Home- School agreement, which students, parents and the School pledge to uphold at the start of each school year.

- School Governors take a lead role in monitoring and reviewing this policy.
- The Headteacher communicates the policy to the school community and ensures that disciplinary measures are applied fairly, consistently and reasonably
- Governors, Headteacher, Senior Leaders, Teaching and Non-Teaching staff are aware of this policy and implement it accordingly
- Deputy Headteacher Inclusion will be responsible for the tracking and monitoring of bullying events over period of time, including the analysis of the data to establish any trends that require addressing.

#### Definition of Bullying

Bullying can be defined as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”*. (DfE *“Preventing and Tackling Bullying”*, July 2017).

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Bullying can include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Bullying can include:

- Name calling
- Taunting/ mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Producing offensive graffiti
- Excluding people from groups
- Gossiping and spreading hurtful and untruthful rumours
- Extorting money or items of value.

**Dismissing any of these forms of behaviour as “banter” is not acceptable and will be dealt with as with any other form of bullying.**

**Cyberbullying** includes the same inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

**Sexual harassment** is unwanted conduct of a sexual nature which has the purpose or effect of violating a person’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

**Sexting** is the exchange of self-generated sexually explicit images, through digital devices over the internet. It is illegal to send, store or distribute images and videos of a sexually indecent nature of anyone under the age of 18. Students are taught safe ways to use the internet (see e-safety policy) through assemblies, Character Development, PSHE and the ICT curriculum. While most incidents of Cyberbullying and Sexting occur outside school we will treat these in the same way as any other forms of bullying.

Bullying can take place between:

- Young people
- Young people and staff
- Staff
- Individuals or groups.

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Bullying is not confined to the school premises. Bullying may happen in the local community, on the journey to and from school, and at all times via digital devices.

**Royal Greenwich Trust School is a “telling” school. This means that anyone who knows that bullying is happening has a duty to tell a member of staff.**

**Why are People Bullied?**

Bullying can happen to anyone. Specific types of bullying are:

- Bullying related to race, religion or culture
- Bullying related to SEND (Special Educational Needs or Disability including the use of disablist language)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic, biphobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying.

**Responding to Bullying**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. The member of staff will inform the Head of Year immediately for any further support
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate
- Heads of Year or a member of leadership staff will interview all parties involved
- The Designated Safeguarding Lead (DSL) will be informed of all bullying issues where there are safeguarding concerns
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm
- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL/member of the senior leadership team will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s behaviour policy
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

**Supporting Students**

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support

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- Offering an immediate opportunity to discuss the experience with their teacher, pastoral leader, the designated safeguarding lead, or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate
- Working towards restoring self-esteem and confidence
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children’s Services, or support through the Children and Young People’s Mental Health Service (CYPMHS).

Students who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider
- Sanctioning, in line with school behaviour policy; this may include warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children’s Services, or the Children and Young People’s Mental Health Service (CYPMHS).

**Supporting adults**

Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools’ behaviour and disciplinary policy
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

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Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures
- If online, requesting that content be removed
- Instigating disciplinary, civil or legal action as appropriate or required.

### Prevention

The School's ethos, as expressed by the expectations outlined in the Core Expectations, Values and Graduate Strands, expects members of the school to treat one another with respect. The following strategies are in place to promote positive behaviour and prevent bullying.

#### Curriculum and whole school

- Character Development PSHE / Personal Development sessions for every year group on Relationships; E-safety; Shared Values and Citizenship
- E-safety as part of the computing curriculum
- Emphasis across the curriculum on developing social and emotional skills such as empathy, and promoting diversity and tolerance
- Focused teaching and assemblies on anti-bullying
- Student Voice and School Council
- Involvement in the Healthy Schools programme.

### Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

Royal Greenwich Trust School community will:

- Discuss, monitor and evaluate our anti-bullying policy and practice on a regular basis, involving students, staff, governors and parents

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- Royal Greenwich Trust School staff will record and report incidents of bullying by the type. This promotes the identification of specific patterns and trends which will inform our interventions to reduce bullying and protect the wellbeing and safety of our students
- Support all staff to promote positive relationships to prevent bullying, intervening by identifying and tackling bullying behaviour appropriately and promptly
- Offer ongoing staff training and development for all staff on anti-bullying
- Ensure that students are aware how to report bullying; that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have
- Publicise the details of help lines and websites to students
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- Report back to parents regarding their concerns on bullying and deal promptly with complaints.
- Make sure that key information (including policies and named points of contact) about bullying is available to parents in a variety of formats
- Ensure all parents know where to access independent advice about bullying
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline
- Work with all parents and the local community to address issues beyond the school gates that give rise to bullying.
- Seek to learn from good anti-bullying practice elsewhere and utilise support from external agencies where appropriate.

**Students will:**

- Show kindness and respect to members of the School Community at all times (Communication)
- Show their intention to participate fully by their willingness to work closely with other students, and to observe the school’s code of conduct (Participation)
- Be open to other opinions and perspectives (Networking)
- Support and encourage other students, and value all members of the School community (Vision).
- Uphold the values of Royal Greenwich Trust School and will seek to become an outstanding Royal Greenwich Trust School student.

**Parents will:**

- Support the School’s policies
- Notify the school of any issues which may be affecting their child
- Role model positive behaviour for their child
- Support the School by modelling e-safety, and checking their child’s understanding of e-safety, monitoring usage if appropriate.

**Monitoring and Review: Putting Policy into Practice**

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied
- Any issues identified will be incorporated into the school’s action planning

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- The Deputy Headteacher Inclusion will be informed of bullying concerns, as appropriate
- The school and named Governor for safeguarding will report on a regular basis to the governing body on incidents of bullying, including outcomes.

## 9. CONFISCATIONS - SCREENING & SEARCHING PUPILS

Any banned items found in students' possession will be confiscated. These items will not be returned to students. For your reference, please source this list in the "School Expectations" section.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

### Searching Pupils

RGTS have the authority to:

- Search without a pupil's consent for knives, weapons, alcohol, illegal drugs and stolen items providing we have reasonable grounds for suspecting that a pupil is in possession of such items. The search will be carried out in school by a member of the School's Leadership Team and the Head of Year as a witness. The searcher will be of the same gender as the pupil unless that is impossible, the dignity of the student will be upheld.
- Remove clothing which is not next to the skin. Note, we cannot conduct an intimate search; only a police officer may do so.
- Search possessions including bags and seize any banned, stolen or prohibited item which is harmful or detrimental to school discipline. Police may be contacted. Parents/Carers will also be informed.

We will always give the student an opportunity to reveal any items before a search is conducted.

## 10. RESTRAINT - REASONABLE USE OF FORCE

RGTS is committed to ensuring a positive behaviour policy which encourages our students to engage with their learning whilst at our School, this provides them with opportunities to make positive behavioural choices in all situations. However, we also recognise that sometimes, our students make wrong decisions.

Because of this, on the rare occasion staff may have to physically intervene in certain circumstances to uphold the safeguarding measures we have put in place for staff and students and prevent injury.

In the event that this does happen, we understand that:

- Physical intervention should be used only as the last resort when all other appropriate strategies have failed
- Physical contact must remain "*reasonable to the circumstances*" and should not exceed this
- If physical intervention is required, it must maintain the safety and dignity of all involved parties
- All incidents must be recorded and reported to the Deputy Headteacher – Inclusion who is also the Designated Safeguarding Leader (DSL)
- Parents/Carers of students involved must be informed on the same day of the incident

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## 11. MALICIOUS ALLEGATIONS

The Royal Greenwich Trust School has a duty of care to both its pupils and its staff.

“Malicious” is defined in s.381 of the Keeping Children Safe in Education 2021 guidelines having *“there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation”*

Where a RGTS student makes an allegation against a member of staff and that allegation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy and may be subject to fixed term or permanent exclusion. In some cases, a referral to the police may also be made where further escalation is required.

## 12. TYPES OF EXCLUSIONS

The school does exclude students for what it considers to be transgressions of the behaviour code or behaviour that falls below our expectations. We have regard to the statutory guidance produced by the Department of Education 2017 entitled *Exclusions from maintained schools, academies and pupil referral units in England*.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

We do our best to notify parents without delay and inform them of their rights and obligations and direct them to sources of free and impartial advice.

Permanent exclusion of a pupil could be triggered by a serious one-off incident or an accumulation of behaviours that may fall into one or more of the categories below. These behaviours may occur in or out of school.

### Fixed Term Exclusion

The Headteacher has the authority to exclude a student for a fixed period. Parents/Carers will be notified, explaining why the child has been excluded, how long the exclusion is for and when the child is to come back to the School (with a parent/carer for a reintegration meeting prior to returning). The Headteacher will not normally exclude a student from a Public Examination.

The Headteacher may exclude a student for one or more fixed periods not exceeding 45 school days in any one academic year. The School will give a fixed term exclusion for the shortest time deemed necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the student to reintegrate into the School. However, the School will give longer exclusions where it deems it necessary in view of the following factors:

- the message it wants to give to students.
- the previous record of the student being excluded.
- the recent context of the student’s behaviour within the School.
- the previous sanctions used.
- the nature of the incident(s) for which a fixed term exclusion has been given.

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Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion, for which no legal arrangements exist. In exceptional cases, usually where further 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.

Fixed term exclusions of over five days are a response to incidents of poor behaviour which are exceptionally serious in nature. From the sixth day of a fixed-period exclusion, the student will continue his/her education at an alternative establishment arranged by the School. Under the conditions of the fixed term exclusion, parents are responsible for ensuring that their son/daughter is supervised in their education at home and are not present in a public place during school hours. This is in accordance with Section 104 of the Education and Inspection Act 2006. If an excluded child is present in a public place during the dates of the exclusion, the parent can be seen to have committed an offence under Section 103(3) of the aforementioned Act and could be liable to prosecution or a fixed penalty notice.

### Permanent Exclusion

The Headteacher may decide that an exclusion is to be permanent and has a duty to notify parents without delay in writing and should draw attention to relevant sources of free and impartial information. The School Committee must then consider the Headteacher's decision within 15 School days. Reasons for permanent exclusion may include whilst not intended to be exhaustive:

- serious actual or threatened violence against another student or a member of staff,
- sexual abuse, harassment or assault,
- supplying illegal or behaviour changing substances/drugs,
- carrying/secreting an offensive weapon,
- persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) and behaviour placing others at risk of harm.
- Health and safety infringement, e.g. fireworks, computer hacking
- Gang membership
- Pornography
- Inciting violence
- Behaviour not in keeping with British values, e.g. expressing 'extreme' views
- Fighting or causing physical harm
- Repeated defiant behaviour, e.g. failure to obey legitimate instructions

The above instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the School. The local authority operates a PEX Waiver system whereby the recommendation can be made by the Headteacher, in conjunction with the Greenwich Inclusion team, for a student to be referred to the Fair Access Panel and allocated a place in another school in lieu of a permanent exclusion being on their record. This course of action will not be appropriate for all cases and is most like where a student has been involved in a one-off serious incident which is out of character for them or where the professionals consider that a change of school/fresh start would be beneficial. Parents/carers need to be supportive of this approach.

### Internal Exclusion

A student may be excluded from lessons and/or including break and lunchtimes, but remain in the school, as an internal exclusion. These may take place with members of staff or in IE. The Local Authority (LA) does

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not need to be informed but parents/carers will be informed. These internal exclusions will be recorded in the conduct log in SIMs (School Information Management System).

**Behaviour outside the School**

Students' behaviour outside the school on School trips, when travelling to and from the School, at sports fixtures, or work experience placements etc. is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in the school and the appropriate sanctions given. For behaviour outside the school, the Headteacher may issue sanctions against a student (including exclusion) if there is a clear link between that behaviour and the need to maintain good behaviour and discipline among the student body as a whole. This includes inappropriate social media, which could damage the reputation of the staff of the school or bring the school into disrepute.

**The Headteacher’s Duty to Inform the school committee and the Local Authority about an exclusion**

The Headteacher must, without delay, notify the governing board 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.
- any exclusion which would result in the student missing a public examination or national curriculum test. The Headteacher must notify the student’s home authority of the exclusion and the reason(s) without delay.

The Headteacher must also notify the local authority and school committee once per term of any other exclusions not already notified.

**13. FACTORS TAKEN INTO CONSIDERATION IN A DECISION CONCERNING EXCLUSION**

**Fixed Term Exclusion**

Exclusion may be imposed immediately if there is a threat to the safety of others in the school or the student concerned. The student may be asked to work in Internal Exclusion until such time as an investigation has been carried out or until the end of the day prior to exclusion.

If the Headteacher is satisfied that, on balance of probabilities, the student did what he or she is alleged to have done, the Headteacher may exclude the student. The civil standard of proof should be applied 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.

**Permanent Exclusion**

Exclusion is likely to be imposed immediately according to the severity of the behaviour. Parents/Carers will be notified. The student may be asked to work in Internal exclusion until such time as an investigation has been carried out.

A decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and

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- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
- Permanent exclusion of a pupil could be triggered by a serious one-off incident or an accumulation of behaviours that may fall into one or more of the categories below. These behaviours may occur in or out of school.
  - Serious or threatened violence
  - Sexual abuse, assault or threat
  - Supplying illegal substances
  - Carrying/secreting an offensive weapon such as a knife
  - Health and safety infringement, e.g. fireworks, computer hacking
  - Gang membership
  - Pornography
  - Inciting violence
  - Behaviour not in keeping with British values, e.g. expressing ‘extreme’ views
  - Fighting or causing physical harm
  - Bullying behaviour, particularly if repeated
  - Repeated defiant behaviour, e.g. failure to obey legitimate instructions
  - Malicious allegations against school staff

We do our best to notify parents without delay and inform them of their rights and obligations and direct them to sources of free and impartial advice.

Before deciding whether to exclude a student permanently, the Headteacher will:

- ensure that an appropriate investigation has been carried out,
- consider all the evidence available to support the allegations, taking account of the School’s behaviour and equal opportunities policies and, where applicable, the Equalities Act 2010,
  - allow the student to give their version of events and take account of any contributing factors,
- check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment,
- if necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher’s decision, for example a member of the school committee. A member of the School’s Leadership Team will lead on the investigation of an incident and then report to the Headteacher with the full details,
  - when establishing the facts in relation to an exclusion decision 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,
  - If necessary, withdraw an exclusion that has not been reviewed by the school committee

### Looked After Children (LAC)

Royal Greenwich Trust school is committed to proactively supporting and co-operating with carers and the Local Authority in doing everything reasonable to avoid excluding a Looked After Children (LAC).

### Re-Integration of Excluded Students

Re-integration meetings will be held for the student and parents/carers following any exclusion and before they can be considered for a return to normal lessons. These meetings will be supportive and

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restorative in nature and will usually be held with the Head of Years and /or member of the Leadership Team.

Students returning from a fixed term exclusion may be asked to re-sign the home/school agreement and may spend time in Internal Exclusion or within the Inclusion Faculty prior to returning to mainstream lessons. They will be placed on report in order to monitor their conduct and engagement.

#### 14. ALTERNATIVES TO EXCLUSION

##### Alternative Sanctions Possible

Alternative sanctions are available which may be appropriate. Examples of alternatives to exclusion that the school may use include:

- Internal Exclusion
- A managed transfer. If the school feels that it can no longer manage the behaviour of a particular student, the school may ask another educational institution to take over his or her education. A managed transfer will only take place with the agreement and support of both the parents and the 'receiving' institution.

##### GUIDELINE SANCTIONS

Examples of actions to support positive behaviour and follow up for poor behaviour.

*(This list is not intended to be exhaustive).*

Action Taken:	Implemented by:
<ul style="list-style-type: none"> <li>• Use of countdown</li> <li>• Reminder of RGTS core expectations</li> <li>• Use of RGTS staged approach.</li> <li>• Verbal warning</li> <li>• Issuing an X detention and moving seat</li> <li>• Use of on call system with student</li> <li>• Issuing an X removal detention and student place in a different class</li> <li>• Isolation within Faculty</li> <li>• Confiscation (confiscated items may be returned at the teacher's discretion at a time they determine)</li> <li>• Warning of the consequence of repeated poor behaviour</li> <li>• Task to help teacher</li> <li>• Referral to Head of Faculty</li> <li>• Referral to Head of Year</li> <li>• Phone call home</li> <li>• Letter/email home</li> <li>• Community service task/s</li> </ul>	<p><b>All staff can implement these sanctions where appropriate.</b></p>
<ul style="list-style-type: none"> <li>• Issuing of HOY report</li> <li>• Head of faculty meeting with family</li> <li>• Head of Year meeting with family</li> </ul>	

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<ul style="list-style-type: none"> <li>• Referral to AHT Key stage Lead DHT inclusion for IE</li> <li>• Referral to SLT</li> <li>• SLT detention</li> <li>• Exclusion from school activities</li> <li>• Referral to SEND</li> </ul>	<b>Middle and Senior Leadership can and should implement these sanctions where appropriate</b>
<ul style="list-style-type: none"> <li>• Pastoral Support Plan</li> <li>• Senior Leadership meeting with the family</li> <li>• Referral to Headteacher</li> </ul>	<b>Senior Leadership Team</b>
<ul style="list-style-type: none"> <li>• Placement in IE</li> <li>• Managed move</li> <li>• Fixed term exclusion with re-integration meeting</li> <li>• Alternative provision (other educational providers)</li> </ul>	<b>Overseen by the Deputy Headteacher responsible for Inclusion</b>
<ul style="list-style-type: none"> <li>• Permanent exclusion</li> </ul>	<b>Authorised by the Headteacher</b>

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**Appendix 1: Uniform Policy**

Uniform items must be plain, without accessories, logos, decoration, or any other colours.

- Blazer: Grey, with pink trim, RGTS blazer with logo
- Shirt: Plain white shirt with collar
- Tie: RGTS tie, worn to the waist
- Jumper (optional): RGTS V-Neck with logo
- Cardigan (girls only, optional): RGTS V-Neck with logo
- Trousers: Plain matt black, tailored, regular fit (no denim, coloured pocket zips or skinny fit trousers)
- Skirt: No Skirts. Boys and girls unisex uniform
- Shoes: Plain black leather school shoes, providing adequate protection and support (no casuals, fabric, canvas, trainers, sandals, pumps, 'work' type shoes e.g. Doctor Martins, high heels, boots, coloured laces, coloured stitching)
- School Bag: RGTS school bag only
- Coat: Plain black, to be removed in class (no leather, suede, denim, hoody, sweatshirt, sports top, body warmer or gillet)
- Hijab, Abaya, Prayer Cap, Turban, Patka: Plain matt black

**Jewellery, Decoration and other items**

- Jewellery: A single necklace or bracelet for religious reasons. No body jewellery
- Hair: Natural hair colours only. No coloured extensions or hair dye. No shaved hair patterns.
- Hats: Plain black woollen hat, only to be worn outside the buildings during cold weather (no bobbles, visors)
- Scarves: Plain black
- Hair Fasteners: Plain black or plain white
- Earrings: Small plain studs, matching pair or single. No facial or other body piercings allowed.
- Belts: Plain black, plain buckle (no oversized buckles)
- Make-up, fake tan, nail varnish or nail extensions of any kind may not be worn.

**Banned items (and confiscation)**

- Mobile phones, MP3 players and any other electronic devices will be confiscated if they are seen on the academy site. Students are strongly advised not to bring these to the academy
- Any non-regulation clothing or accessories will be confiscated if they are worn on the academy site or in the local community.

**Confiscated items will only be returned at the end of the Half Term. There are no exceptions.**

**PE Kit**

- T-Shirt: Black RGTS t-shirt with logo
- Shorts: Black RGTS shorts with logo
- Socks: Black with pink trim RGTS football socks
- PE Bag: Black RGTS drawstring bag
- Trainers – Pumps (converse, vans etc.) and plimsolls not allowed.

**Optional items:**

- Tracksuit bottoms: Black RGTS bottoms
- Sweatshirt: Black RGTS half-zip sweatshirt

[JK Clothing](http://www.jkclothing.net) sells many of the school specific items in our uniform. [www.jkclothing.net](http://www.jkclothing.net)

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**Appendix 2: Mobile Phone Policy**

In order to allow students to focus on their learning and keep students safe, Royal Greenwich Trust School does not allow the use of mobile phones whilst at school.

If students choose to bring their phone to school and it is seen it will be confiscated.

**1st confiscation**

- Phone will be confiscated and returned after 5 school days. It can be collected by the student from reception at the end of the 5th day.

**2nd confiscation**

- Phone will be confiscated for 5 days and must be collected by parent/carer
- Call home from Head of Year

**3rd confiscation**

- Parental meeting to take place

After-School students should not use their mobile phones until they leave the school premises. If a student is seen using their mobile phone before they leave the school premises, it will be confiscated.

<b>Student Name:</b>		<b>Tutor Group:</b>	
<b>Student Signature:</b>		<b>Date:</b>	
<b>Parent Signature:</b>		<b>Date:</b>	

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**Appendix 3: Sixth Form Code of Conduct Agreement**

*As senior students within the RGTS Learning Community, all sixth Form students are expected to make a positive contribution to the RGTS community, in line with our school values. As such, students will need to:*

- Adopt a professional mindset in relation to all aspects of their learning and engagement
- Act as an excellent ambassador for the school and participate in extracurricular activities and events
- Attend all lessons, registration periods, assemblies & exams and demonstrate excellent punctuality to all calendared commitments
- Show kindness towards others and act as role models for younger students
- Treat the environment with respect and move around the building in a calm and purposeful manner.

In addition to the above, students are required to comply with the school ‘Code of Conduct Agreement’, which is a contract between the student and school which sets out the school expectations. By signing this agreement, the student is confirming that he/she understands these expectations and has agreed to adhere to them.

At RGTS we expect our students to respect themselves and others, in turn helping to create a positive and supportive learning environment in which everyone can thrive and achieve, creating a bedrock for future success. Within RGTS Sixth Form we engender a culture of accountability. Therefore, students who fail to meet the expectations of school will be sanctioned accordance with the Behaviour for Learning policy and may jeopardise their place at RGTS if a positive way forward is not secured.

**Lesson Engagement**

Sixth form students have the right to learn and teachers have the right to teach. All students must respect the rights of others and follow these core expectations and simple routines:

- Follow all instructions straight away
- Be properly dressed and equipped for all lessons
- Arrive on time to lessons and demonstrate a consistent level of maturity
- Allow teachers to teach without distraction and allow others to learn without distraction
- Demonstrate behaviours which are of a collegiate nature and show kindness towards and consideration of others
- As a matter of courtesy, alert subject teachers to any planned absences

Students are not expected to challenge any requests or instructions given by an adult within the learning community. If at any point you feel that a request has been made or an instruction given which you feel is unreasonable then you should speak to your Tutor or a member of the sixth form team at an appropriate time.

**Academic Expectations**

As a student within the sixth form, you are expected to approach your education in a way that will most benefit you.

You are expected to:

- Ensure that all class work and homework is reflective of your true ability
- Complete all assignments in accordance with set deadlines
- Complete all coursework in adherence with the school’s strict antiplagiarism policy

**General Conduct**

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All Sixth Form students and staff have the right to learn and work in a clean and tidy environment where everyone feels safe and secure.

All students should uphold these expectations and demonstrate courtesy and respect to others at all times:

- Set a positive example to main school students by keeping to the left on stairs and in corridors and by walking calmly to lessons
- Remove all outdoor clothing on entering the building
- Remove headphones and mobile phones and keep them out of sight inside the building and only use them in the designated areas within the Sixth Form Centre
- Only consume food in designated areas which include the Sixth Form eating area or in the school canteen. Eating in the Foyer, classrooms, and/or corridors is strictly prohibited.
- Water may be consumed in lessons but not when working near computers.
- Treat the sixth form ICT and study rooms with respect.
- tap in and out when entering or leaving the building
- report to the Attendance Team on late arrival to school or if they wish to leave the site at any other time
- Students /parents/carers must notify Mrs Nesbitt (Student Services Manager) of any absences before 9.00am each morning on 02083125480 - Ext 489

**Dress Code**

At RGTS sixth Form, we adopt a business dress approach to our senior students to prepare them for further education and entering the work force. As such, students are expected to:

- wear business dress in lessons, around the school building and on the way to and from school
- wear their lanyards at all times, including when approaching or leaving the site

**Sanctions**

Sixth Form students may be sent home to retrieve items if they arrive for school unprepared or if they are not properly dressed. Persistent lateness will result in sanctions being issued which could include a referral to the local authority attendance team. Additional sanctions include:

- Community Service
- Detentions
- Referral to Internal Exclusion
- Exclusion
- Individual Student contracts drawn up by a member of the sixth form team in partnership with parents/carers

The above is not intended to be exhaustive, and further sanctions may be implemented in the event of very serious incidents.

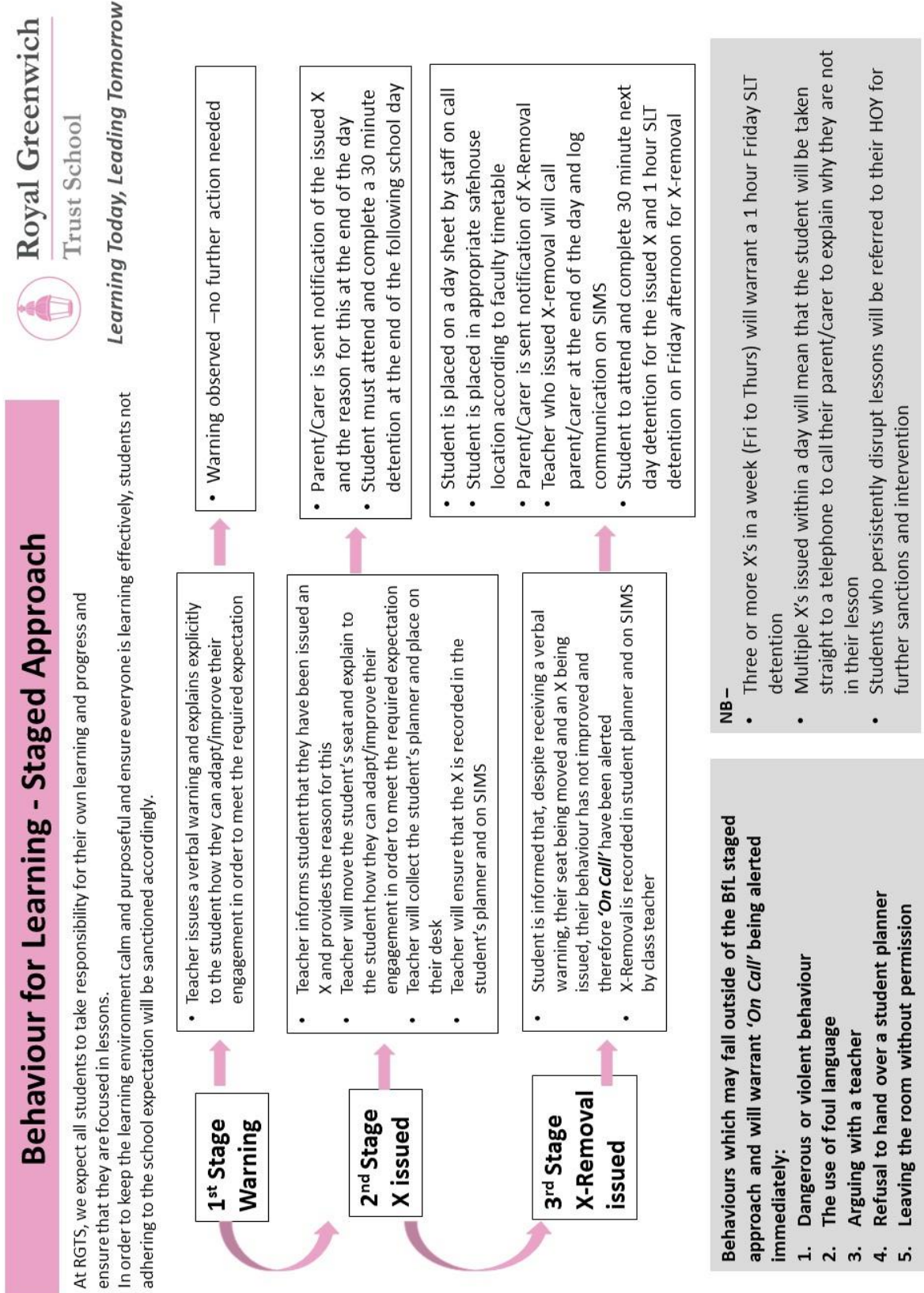
I have read and understand the 'Code of Conduct' as presented within this document and accept responsibility for my conduct and engagement as a student at the Royal Greenwich Trust School.

<b>Student Name:</b>		<b>Tutor Group:</b>	
<b>Student Signature:</b>		<b>Date:</b>	
<b>Tutor Signature:</b>		<b>Date:</b>	

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Appendix 4: Behaviour for Learning Flow Chart – Staged Approach



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Appendix 5: Home School Agreement

# Home-School Agreement

<p><b>Royal Greenwich Trust School Responsibilities</b></p> <p><b>Staff at RGTS will:</b></p> <ul style="list-style-type: none"> <li>develop in students a love of learning</li> <li>get to know and treat each student as an individual</li> <li>have the highest expectations of each student in terms of engagement, behaviour and progress</li> <li>ensure that students experience outstanding teaching and learning and that they are actively engaged in their learning</li> <li>personalise their teaching to meet the needs of individual students</li> <li>provide students with meaningful feedback on their work and progress in a timely manner</li> <li>monitor students' progress and put interventions in place, if required</li> <li>recognise and celebrate students' achievements and contributions through our Rewards System</li> <li>provide enrichment and extra-curricular opportunities for students during and after school</li> <li>establish and maintain a positive and purposeful relationship between school and home</li> <li>return parental phone calls or e-mails promptly and within 24 hours on school days</li> <li>provide regular updates on students' progress and engagement</li> <li>implement the Behaviour for Learning Policy in a fair and consistent way</li> <li>promote inclusion and diversity across the school's curriculum</li> </ul> <p>On behalf of Royal Greenwich Trust School</p> <p>Signed: _____ September 2020</p>	<p><b>Parents'/Carers' Responsibilities</b></p> <p><b>I/we will ensure that:</b></p> <ul style="list-style-type: none"> <li>my/our child attends school every day and is on time</li> <li>my/our child is correctly dressed in RGTS uniform and is properly equipped for their learning</li> <li>my/our child's student planner is checked every day and sign it once a week</li> <li>I/we talk to my/our child about their independent learning (homework) and encourage them to complete it to a high standard</li> <li>I/we discuss the book my/our child is currently reading with them and support my/our child in developing reading skills by encouraging them and reading together</li> <li>attend parents'/carers' meetings and events relevant to my child</li> <li>ensure that medical or other appointments are arranged out of school hours and holidays are not booked in term time</li> <li>check that my/our child does not bring any banned items onto the site</li> <li>contact RGTS to discuss any issues that may be affecting my/our child's learning or behaviour</li> <li>support all of the RGTS policies including the Behaviour for Learning Policy</li> </ul> <p>Name (please print): _____ (Parent)</p> <p>Signed: _____</p>	<p><b>Student Responsibilities</b></p> <p><b>I will:</b></p> <ul style="list-style-type: none"> <li>uphold the core expectations for learning:             <ul style="list-style-type: none"> <li>follow all instructions straight away</li> <li>be properly dressed and equipped at all times</li> <li>complete all work to the best of my ability</li> <li>treat the environment with respect</li> </ul> </li> <li>support other members of the community and treat my peers and all adults with respect</li> <li>attend RGTS every day and on time</li> <li>strive to achieve my best in all that I do and challenge myself to improve</li> <li>work to achieve reward points for showing RGTS values and meeting RGTS expectations</li> <li>use my student planner, record my home learning and ensure my parent/carer signs it each week</li> <li>complete my home learning on time and to the highest standard</li> <li>ensure that I always have a reading book</li> <li>not bring any banned items into school</li> <li>talk to my tutor or another member of staff about any issues or concerns I may have</li> <li>report any bullying to a teacher or to 'Say No to Bullying' email address</li> <li>make a positive contribution to the RGTS learning community and act as an ambassador for the school</li> </ul> <p>Name (please print): _____</p> <p>Signed: _____ (Student)</p>
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***This agreement must be signed by all parties and returned to Students Services***

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## Appendix 6: Safer working practices – Covid-19 legacy

### 1. Scope

The school has reviewed its risk assessment and safer working practices in light of the Government’s advice for the full reopening of schools. Sensible and proportionate measures remain in place, and these are outlined in this document.

These will be reviewed and amended as necessary, as and when DfE, PHE and Local Authority guidance is issued. We will communicate any changes to staff, parents/carers, and students accordingly.

The Headteacher reserves the right to insist that a parent/carer comes in to school immediately should there be any issues around student conduct which puts other members of the community at unnecessary risk in relation to a breach of our safer working practices.

#### Hygiene, such as handwashing and sanitising

Students are expected to wash/sanitise their hands at different points throughout the day:

- When arriving to school
- Before break and lunch
- Before and after using shared equipment in practical subjects e.g. sports equipment in PE.
- At the end of the school day before leaving the site.

#### Moving around the school (e.g. one-way systems, out of bounds areas, queuing)

Students must:

- Follow the school one-way system
- Walk on the left-hand side at all times and remain in single file
- Remain calm when moving around the building
- Maintain their distance from others
- Sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’)
- Students must use a tissue when sneezing or coughing and dispose of the tissue in the allocated lidded bin within the classroom or designated area
- Students are expected to wash/sanitise their hands immediately after disposing of the tissue
- Telling an adult if they are experiencing symptoms of coronavirus
- Students must immediately inform a member of staff if they are experiencing symptoms of coronavirus, as failure to do so may be placing other students or staff at risk.
- Sharing any school equipment or frequently used items such as pencils or pens
- Students should have and use their own set of equipment, and avoid borrowing personal equipment from others, and if so, equipment should be cleaned.
- During social/unstructured times, students will have designated areas and must adhere to the following:
  - Wash/sanitise hands as instructed by the supervising member of staff before entering their designated food area
  - Remain within their designated area and not to leave at any point unless given permission to do so by a member of staff.
  - Wash/sanitise hands with before eating.
- Use of toilets:
  - Students are not permitted to use the toilets during lesson time in accordance with the school ‘Behaviour for Learning policy’ unless they are in possession of a medical card or there is an emergency

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- We expect students when using the toilets during social time, to do so in a responsible manner, maintaining social distancing measures and following the instruction of the member of staff on duty.
- Students should not cough or spit at or towards another person, and incidences will be dealt with seriously and this kind of behaviour may lead to an exclusion.

**Rewards and Sanctions**

School rewards and sanctions are used to cultivate a safe environment conducive to the learning and development of all students and will be implemented in accordance with the school ‘Behaviour for Learning Policy’.

**Remote Learning Expectations**

If students are not in school due to clinical and/or public advice, we expect them to follow all expectations set out below. It is the responsibility of parents/carers to ensure their children adhere to these:

- Be contactable during required times ensuring they are engaging in any online learning/communication
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they are not able to complete work
- Conduct themselves appropriately online, such as using appropriate language in messages in accordance with the school online etiquette guidance.

**Dealing with problems**

If there are any problems with students engaging with the remote learning set for them, we will:

- Contact the parent/carer to identify barriers and assess what support can be put in place
- Conduct home visits alongside the attendance and/or safeguarding team if the school is unable to contact home
- Arrange regular check in points with parent/carer and child

For any IT related issues please email [info@rgtrustschool.net](mailto:info@rgtrustschool.net)

**Monitoring arrangements**

We will continue to review these procedures as guidance from the local authority or Department for Education is updated. At every review, it will be revised alongside the Trust Executive Team and through consultation with the Chair of the school committee or their representative.

**Links with other policies**

This policy links to the following policies and procedures:

- Safeguarding policy
- Behaviour for Learning policy
- Attendance policy
- Online etiquette guidance
- Outbreak Management Plan

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Appendix 7– Supporting Organisations and Guidance Documents

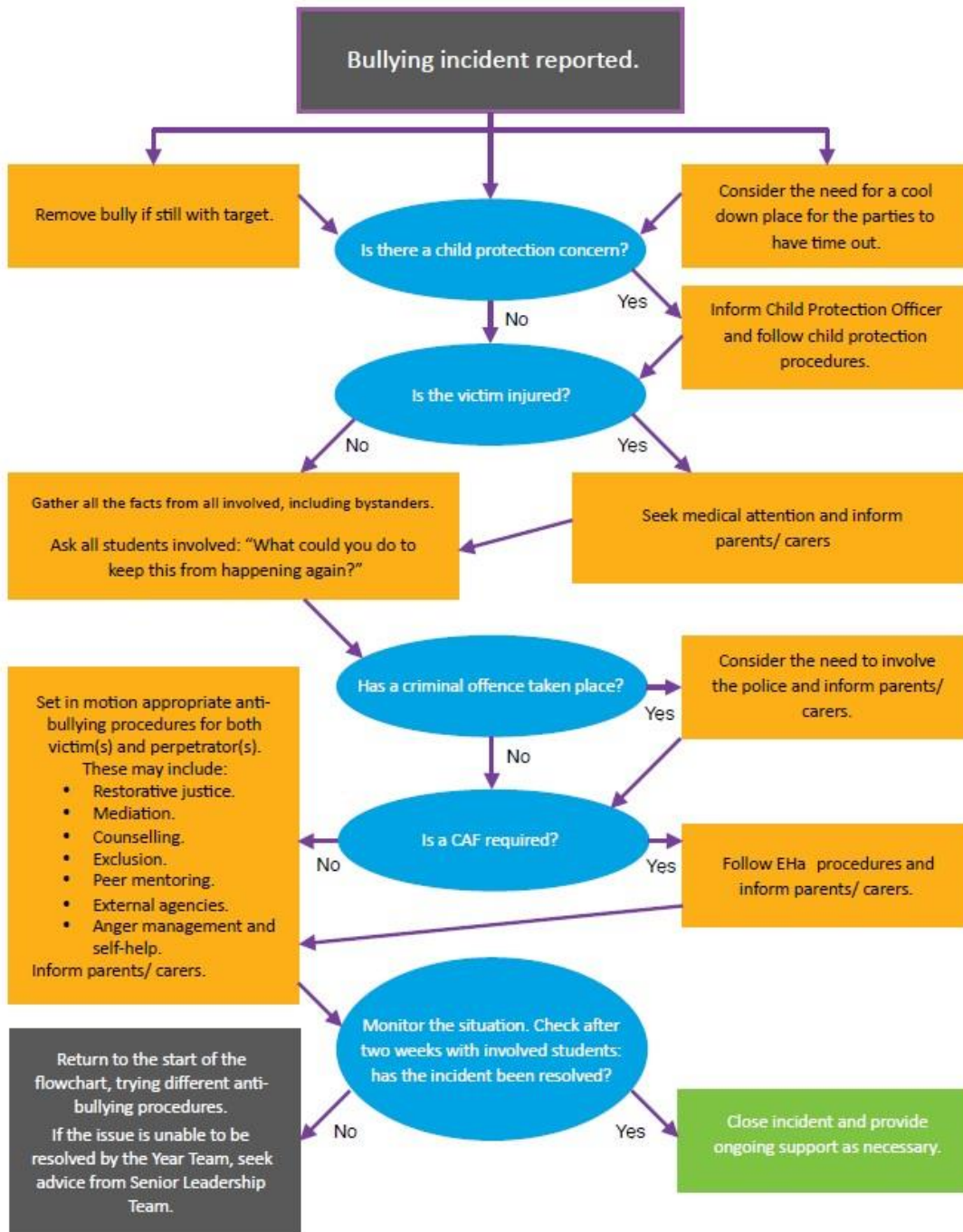
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Child Exploitation and Online Protection Centre (CEOP) [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- National Society for the Prevention of Cruelty to Children (NSPCC): [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
  
- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
  
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)
  
- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice>
  
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

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Appendix 8 – Bullying Incident Flow diagram of Actions and Responses



All bullying incidents and anti-bullying procedures to be recorded internally and monitored and evaluated regularly. Discuss implications and any changes with students and staff as appropriate, and put any resulting changes in policy into practice.

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Approval Signature

Signature of (enter position e.g. Chair) \_\_\_\_\_

Print name \_\_\_\_\_

Date \_\_\_\_\_

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