



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
3.0	Contents	Change of word exclusion to suspension
3.0	1	Updated Aims of policy
3.0	2	Change of Section title from Responsibility to Roles and Responsibilities.
	2	Update of section to include roles and responsibilities of Governors, Headteacher, Mental Health Lead, SENCO, Teaching staff, Students and Parents/Carers
3.0	3	Section added Definitions
3.0	6	Visible consistencies wording added to strategy section Change of wording in 'RGTS staff will' section.
3.0	6	De-escalation strategies added to section
3.0	7	Rewards – Above and Beyond Recognition section added
3.0	8	Change of wording from exclusion to suspension
3.0	10	Wording changed from Early Help to Family & Adolescent Support Service (FaASS),
3.0	10	Change of wording KCSIE 2021 to KCSIE 2022.
3.0	10	Updated Links to Legislation and Guidance Documents section
3.0	11	Wording added to section tobacco and cigarette papers, vapes, fireworks and pornographic images. Inclusive of any article that the member of staff reasonably suspects has been, or is likely to be, used: <ul style="list-style-type: none"> - To commit an offence; or - To cause personal injury to any person, including the student themselves; or - To damage the property of any person, including the student themselves.
3.0	14	Title changed from Types of Exclusions to Suspensions and Permanent Exclusion Change of wording from exclusion, fixed term exclusion to suspension.
3.0	14	Change or wording from exclusion to suspension throughout section
3.0	14	Deleting paragraph concerning LBRG PEX Waiver system
3.0	16	Change of wording in table from exclusion to suspension
3.0	17	Added Monitoring and Review Section
3.0	Appendix 1	Wording added. Beads in braids must be black, white or clear only. Wording changed from: to be removed in class To: Students are expected to remove outdoor coats before entering the school building
3.0	Appendix 4	Appendix added RGTS Culture Map
3.0	Appendix 5	Appendix added Rewards – Above and Beyond Recognition

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1. AIMS

Royal Greenwich Trust School is committed to providing transformational educational opportunities for all children. We aim to establish an intentional culture of excellent behaviour for learning and clear systems and processes for behaviour management centred on a “warm but strict ethos”.

Every child and adult in our school community has the right to be protected from prejudicial views and behaviours. Prejudicial language or behaviour can be defined as words or acts based on preconceived opinion that is not based on reason or actual experience, for example, not liking someone based on their skin colour or sexual identity. Within our school we will not tolerate any prejudicial language or behaviour aimed at students or adults. We are committed to celebrating and promoting diversity, equality and inclusion for all stakeholders.

This policy aims to:

- Provide a clear framework for all stakeholders with regards to positive behaviour for learning
- Maintain high expectations for our school community
- Define what we consider to be unacceptable behaviour, including bullying
- Recognise and reward above and beyond behaviour
- Provide clarity on the systems of rewards and recognition
- Support the core expectations of the school to ensure that our students develop into successful RGTS Graduates and global citizens
- Provide staff with a systematic, consistent and fair approach on how to manage behaviour effectively and establish excellent relationships with students through restorative practices
- Identify responsibilities of key stakeholders in securing exceptional quality of provision for all of our students.

Student Culture at RGTS

In order to ensure that Student Culture is a lived reality the SLT have actively mapped the key features of our culture. Student Culture is driven by the mission statement and underpinned by our core expectations. In order to establish a fair and consistent approach to Student Culture across all departments, classrooms and during non-curriculum periods, artefacts of context specific routines have been implemented. These have been scripted to provide clarity for all stakeholders. These scripts with their expectations for staff and student conduct are over communicated regularly through a common language and a wide range of mediums. Please see Appendix 4 RGTS Culture map

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.

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

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2. ROLES AND RESPONSIBILITIES

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by students at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.

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- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the students in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO
 - Headteacher
 - Subject leader
- As authorised by the headteacher, disciplining students who display poor levels of behaviour. This responsibility includes the power to discipline students even when they are not in school or in the charge of a member of staff.

Students are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/carers are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

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)

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3. DEFINITIONS

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

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4. 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.
- 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.

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5. 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.

6. STRATEGY - VISIBLE CONSISTENCIES

The school has core visible consistencies that all stakeholders must maintain:

- **Core Expectations** – Staff are responsible for supporting students to meet the expectations. Students are responsible for striving to follow the core expectations
- **RGTS Staged Approach** – Staff consistently use the staged approach to maintain a calm and purposeful learning environment, following up on students who are not meeting school expectations and sanctioning accordingly.
- **Transitions** – Staff and students will follow the script for line ups at the start of day, after break and lunch. Students are responsible for responding to, and following the expectations of the script
- **Meet and greet** – staff and students will follow the micro-script for the start of lessons. Students are responsible for responding to and following the expectations for the micro-script.
- **Countdown** – Staff are responsible for using the micro-script for the countdown. Students are responsible for following the instructions of the countdown.
- **Pace and purpose** – staff and students will approach each school day with pace and purpose to ensure that learning time is maximised
- **Punctuality to class** – Staff are responsible for following up on lateness to class in line with the whole school guidance. Students are responsible for arriving on time or having the relevant follow up applied
- **Whole Group Positive Support** – Staff are responsible for using professional judgement and follow whole school guidance on when and how to apply whole group positive support
- **Individual Anonymous Support** - Staff are responsible for using professional judgement and follow whole school guidance on when and how to apply anonymous individual support.
- **Positive Recognition** – Staff are expected to adopt the following approaches to recognise their students: Verbal recognition during lessons, awarding Reward points and Golden Tickets, positive phone calls and post cards home.
- **Above and Beyond recognition** – Staff celebrate and reward ‘Above and Beyond’ effort and achievement through nominating Student of the Week; End of term prizes and awards; and End of Year Prize Giving.

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Additionally, there are areas of classroom practice that are standardised through design, language and expectations. It is the responsibility of all staff to ensure that students not meeting expectations are issued with follow up based on our stepped sanctions model and in line with our ethos of warm but strict. All sanctions where relevant and possible are followed up with a restorative approach to build long lasting resolutions.

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.
- Strive for fairness and consistency in the management of students.
- Develop and reinforce positive attitudes towards activities that promote community cohesion.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student’s escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

7. REWARDS – ABOVE AND BEYOND RECOGNITION

Royal Greenwich Trust School is committed to ensuring that all students are recognised for their outstanding behaviour and for going above and beyond the core expectations of the school. In addition, RGTS incorporates daily positive recognition into existing routines and processes.

The school recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a student’s efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour. As with praise, the school understands that providing rewards after certain behaviour means that students

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are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded.

The school has a number of options for rewards that can be given to students. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards. Please see Appendix 4 for an overview of the Rewards and Recognition model at RGTS.

8. 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 Internal Exclusion
- Suspension
- 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.

9. 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 article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the student themselves; or
- To damage the property of any person, including the student themselves.

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 students, with or without their consent.

Please see section:

- 11 CONFISCATIONS - SCREENING & SEARCHING STUDENTS
- Appendix 1 Uniform Policy.
- Appendix 6 Behaviour for Learning Flow Chart – Staged Approach

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10. ANTIBULLYING

Aims and Ethos

This 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” 2022 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. 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):

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) ‘Behaviour and discipline in schools’
- DfE (2022) ‘Keeping children safe in education 2022’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2013) ‘Use of reasonable force’
- DfE (2018) ‘Searching, screening and confiscation’

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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).

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.

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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.

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

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- 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
- 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 Family & Adolescent Support Service (FaASS), 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 Family & Adolescent Support Service (FaASS), 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

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- 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.

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

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- 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
- 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.

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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
- 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.

11. CONFISCATIONS - SCREENING & SEARCHING STUDENTS

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

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 Students

RGTS have the authority to:

- Search without a student’s consent for knives, weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, vapes, fireworks and pornographic images.
- Inclusive of any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the student themselves; or
 - To damage the property of any person, including the student themselves.
- Providing we have reasonable grounds for suspecting that a student is in possession of such items. The search will be carried out in school by a member of the School’s Leadership Team and another member of staff as a witness. The searcher will be of the same gender as the student 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.

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12. 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

13. MALICIOUS ALLEGATIONS

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

“Malicious” is defined in s.397 of the Keeping Children Safe in Education 2022 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.

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14. SUSPENSIONS AND EXCLUSIONS

The school does suspend 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 student referral units in England*.

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 student 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.

Suspension

The Headteacher has the authority to suspend a student for a fixed period. Parents/Carers will be notified, explaining why the child has been suspended, how long the suspension 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 suspend a student from a Public Examination.

The Headteacher may suspend 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 suspension for the shortest time deemed necessary, bearing in mind that suspensions 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 suspensions 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 suspended.
- 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 suspension has been given.

Suspensions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite suspension, for which no legal arrangements exist. In exceptional cases, usually where further evidence has come to light, a further fixed-period suspension 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.

Suspensions 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 suspension, the student will continue his/her education at an alternative establishment arranged by the School. Under the conditions of the suspension, 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 a suspended child is present in a public place during the dates of the suspension,

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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.

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 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 Educational Trips and Visits (ETV), 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 suspension) 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 school committee and the local authority of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the student).

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- any suspension which would result in the student being suspended for a total of more than five school days (or more than ten lunchtimes) in a term.
- any suspension 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 suspension 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.

15. FACTORS TAKEN INTO CONSIDERATION IN A DECISION CONCERNING SUSPENSION

Suspension

A suspension 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
- 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 student 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.

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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 Suspended Students

Re-integration meetings will be held for the student and parents/carers following any suspension and before they can be considered for a return to normal lessons. These meetings will be supportive and restorative in nature and will usually be held with the Head of Years and /or member of the Leadership Team.

Students returning from a suspension 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.

16. ALTERNATIVES TO SUSPENSION

Alternative Sanctions

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

- Internal Exclusion
- A managed move. 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 move will only take place with the agreement and support of both the parents and the ‘receiving’ institution.

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17. GUIDELINE STRATEGIES AND FOLLOW UP

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"> • Use of countdown • Whole Group Positive Support • Individual Anonymous Support • Reminder of RGTS core expectations • Use of RGTS staged approach. • Verbal warning • Issuing an X detention and moving seat • Use of on call system with student • Issuing an X removal detention and student place in a different class • Isolation within Faculty • Confiscation (confiscated items may be returned at the teacher’s discretion at a time they determine) • Warning of the consequence of repeated poor behaviour • Task to help teacher • Referral to Head of Faculty • Referral to Head of Year • Phone call home • Letter/email home • Community service task/s 	<p>All staff can implement these strategies where appropriate.</p>
<ul style="list-style-type: none"> • Issuing of HOY report • Head of faculty meeting with family • Head of Year meeting with family • Referral to AHT Key stage Lead DHT inclusion for IE • Referral to SLT • SLT detention • Exclusion from school activities • Referral to SEND 	<p>Middle and Senior Leadership can and should implement these strategies where appropriate</p>
<ul style="list-style-type: none"> • Pastoral Support Plan • Senior Leadership meeting with the family • Referral to Headteacher 	<p>Senior Leadership Team</p>
<ul style="list-style-type: none"> • Placement in IE • Managed move • Suspension with re-integration meeting • Alternative provision (other educational providers) 	<p>Overseen by the Deputy Headteacher responsible for Inclusion</p>
<ul style="list-style-type: none"> • Permanent exclusion 	<p>Authorised by the Headteacher</p>

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18. MONITORING AND REVIEW

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2023

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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. Students are expected to remove outdoor coats before entering the school building (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. Beads in braids must be black, white or clear only.
- 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. Beads in braids must be black, white or clear only.
- 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 sells many of the school specific items in our uniform. 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.

Student Name:		Tutor Group:	
Student Signature:		Date:	
Parent Signature:		Date:	

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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

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General Conduct

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 address 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.

Student Name:		Tutor Group:	
Student Signature:		Date:	
Tutor Signature:		Date:	

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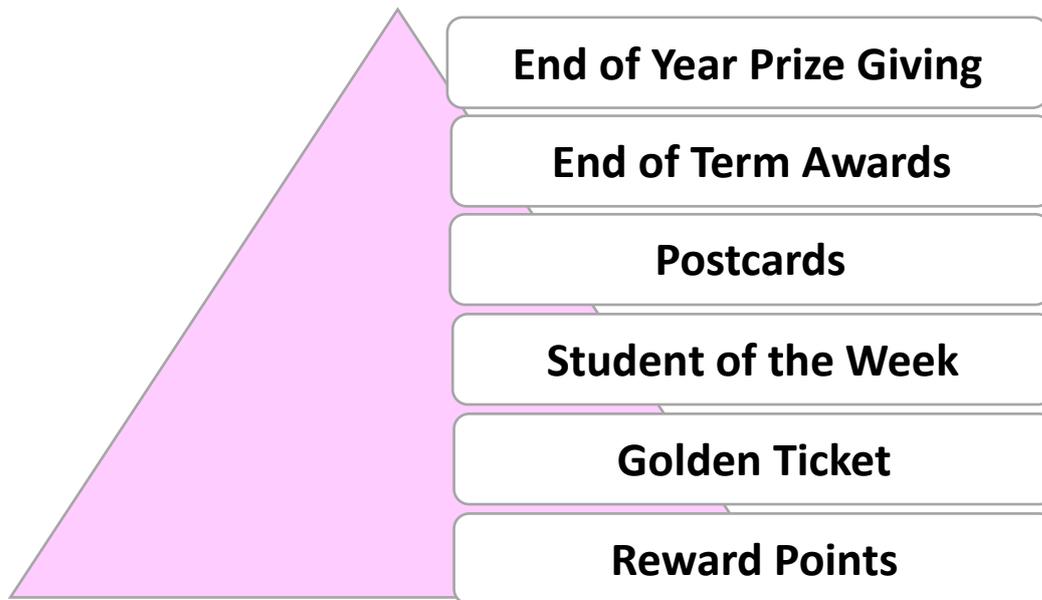
Appendix 4: Rewards – Above and Beyond Recognition

Positive Recognition

RGTS is committed to ensuring that all students are recognised for consistent positive behaviours, outstanding positive behaviour and for going above and beyond the core expectations of the school. All teachers are expected to adopt the following approaches to recognise their students:

- Verbal recognition during lessons
- Awarding Reward points
- Awarding Golden Tickets
- Positive phone calls home
- Postcards sent home to students

In addition, students are recognised for going ‘Above and Beyond’ through Heads of Year nominating and celebrating Student of the Week; End of term prizes and awards; and End of Year Prize Giving. These are presented in full cohort celebration assemblies every term, where students receive certificates.

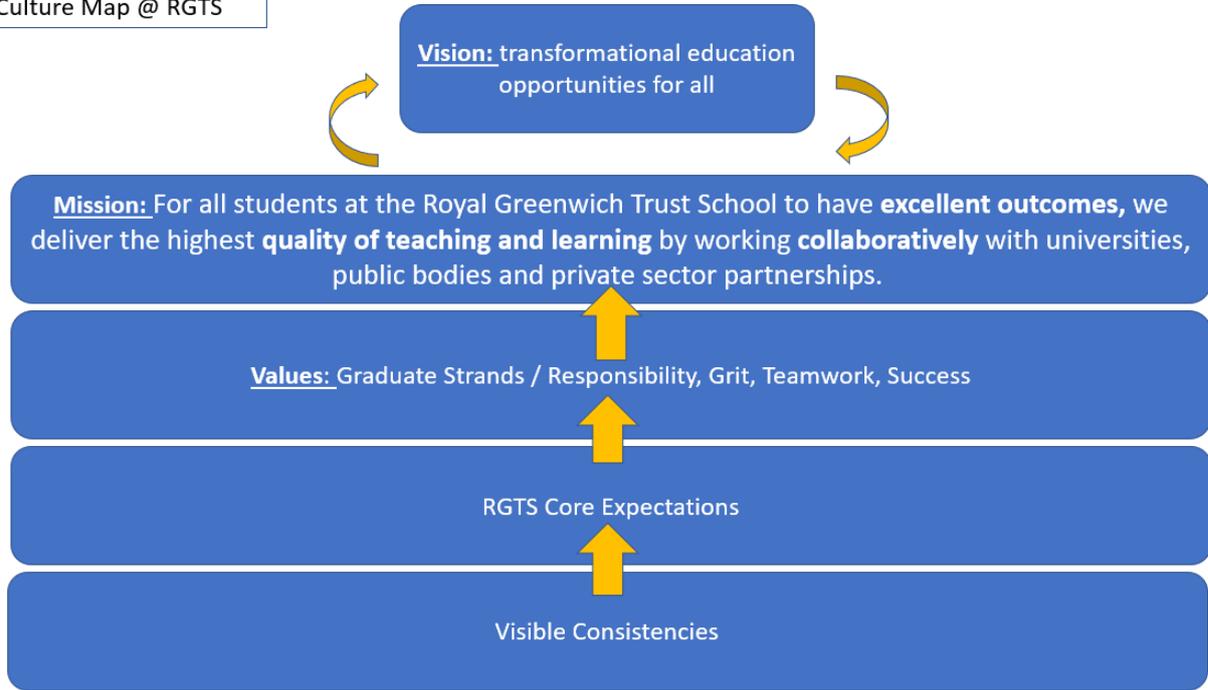


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Appendix 5: RGTS Culture Map

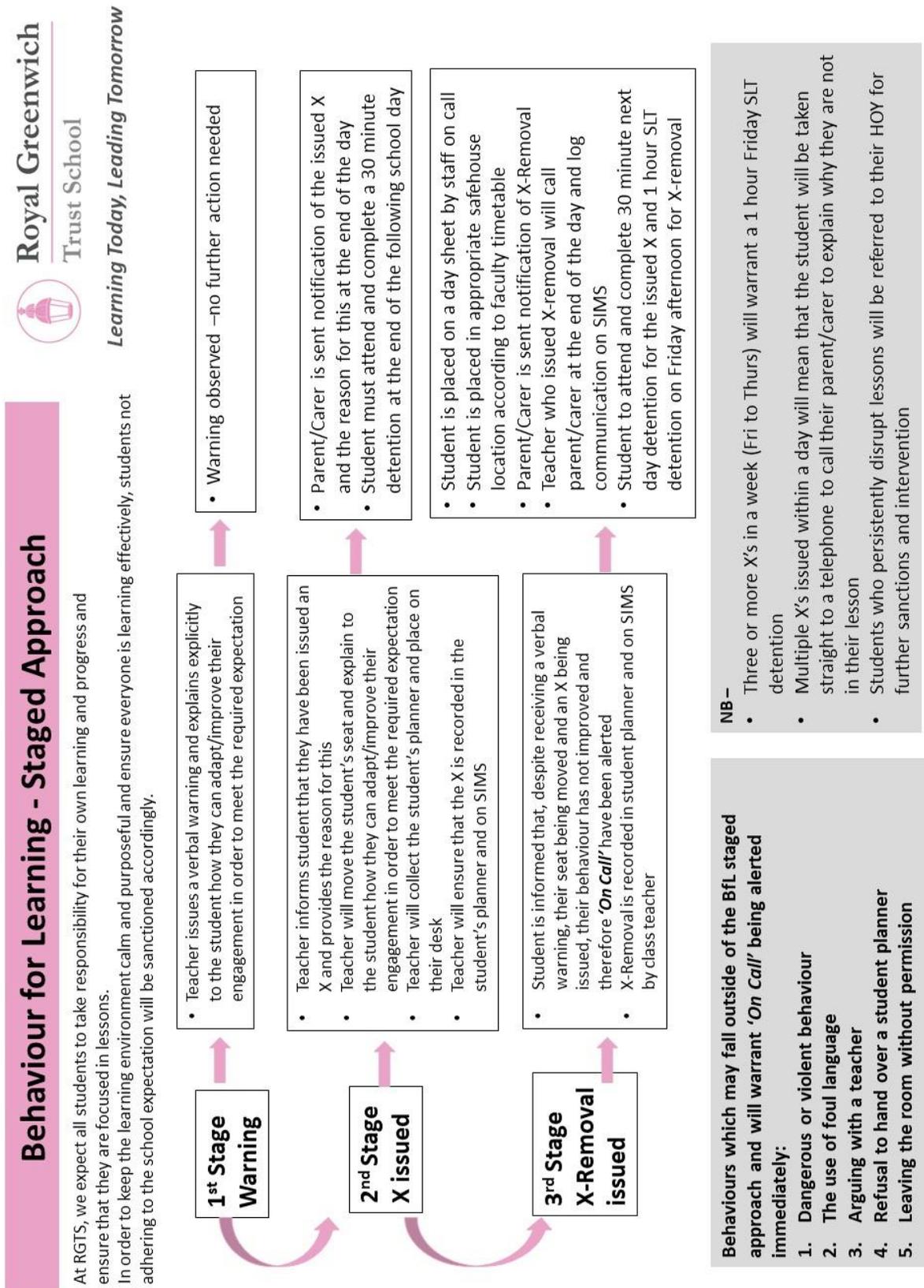
Culture Map @ RGTS



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Appendix 6: Behaviour for Learning Flow Chart – Staged Approach



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Appendix 7: Home School Agreement

RGTS Home School Agreement		
<p style="text-align: center;">Royal Greenwich Trust School</p> <p>Home School Agreement – Staff Responsibilities</p> <p>Staff at RGTS will:</p> <ul style="list-style-type: none"> develop in students a love of learning get to know and treat each student as an individual have the highest expectations of each student in terms of engagement, behaviour and progress ensure that students experience outstanding teaching and learning and that they are actively engaged in their learning personalise their teaching to meet the needs of individual students provide students with meaningful feedback on their work and progress in a timely manner monitor students' progress and put interventions in place, if required recognise and celebrate students' achievements and contributions through our Rewards System provide enrichment and extra-curricular opportunities for students during and after school establish and maintain a positive and purposeful relationship between school and home return parental phone calls or e-mails promptly and within 24 hours on school days provide regular updates on students' progress and engagement implement the Behaviour for Learning Policy in a fair and consistent way promote inclusion and diversity across the school's curriculum <p>On behalf of Royal Greenwich Trust School</p>	<p>Home School Agreement – Parent/Carer Responsibilities</p> <p>I/we will ensure that:</p> <ul style="list-style-type: none"> my/our child attends school every day and is on time my/our child is correctly dressed in RGTS uniform and is properly equipped for their learning my/our child's student planner is checked every day and sign it once a week I/we talk to my/our child about their independent learning (homework) and encourage them to complete it to a high standard 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 attend parents'/carer' meetings and events relevant to my child ensure that medical or other appointments are arranged out of school hours and holidays are not booked in term time check that my/our child does not bring any banned items onto the site contact RGTS to discuss any issues that may be affecting my/our child's learning or behaviour support the school in upholding the mobile phone policy and any confiscations of a phone seen on the school site support all the RGTS policies including the Behaviour for Learning Policy 	<p>Home School Agreement – Student Responsibilities</p> <p>I will:</p> <ul style="list-style-type: none"> uphold the core expectations for learning: follow all instructions straight away be properly dressed and equipped at all times complete all work to the best of my ability treat the environment with respect support other members of the community and treat my peers and all adults with respect attend RGTS every day and on time strive to achieve my best in all that I do and challenge myself to improve work to achieve reward points for showing RGTS values and meeting RGTS expectations use my student planner, record my home learning and ensure my parent/carer signs it each week complete my home learning on time and to the highest standard ensure that I always have a reading book not bring any banned items into school not use or have a mobile phone visible on the school site, understanding if I do, the phone may be confiscated for 5 days talk to my tutor or another member of staff about any issues or concerns I may have report bullying to a teacher or via our confidential email address 'saynotobullying@rgtrustschool.net' make a positive contribution to the RGTS learning community and act as an ambassador for the school
<p>Signed (Tutor): _____ September 2022/23</p>	<p>Name (please print): _____ Signed: _____ (Parent)</p>	<p>Name (please print): _____ Signed: _____ (Student)</p>

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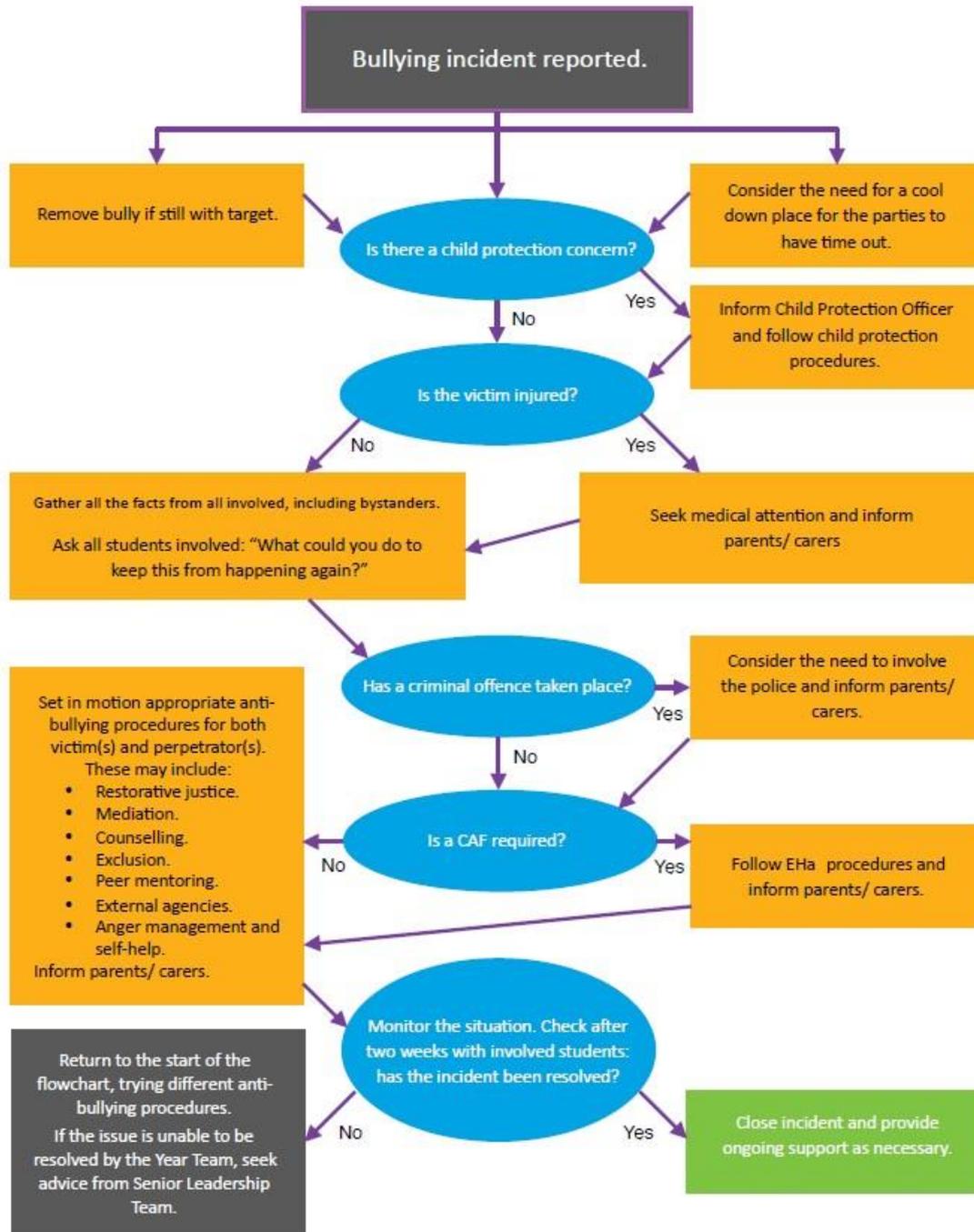
Appendix 8– Supporting Organisations and Guidance Documents

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Child Exploitation and Online Protection Centre (CEOP) www.ceop.police.uk/safety-centre
- Childline: 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
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- National Society for the Prevention of Cruelty to Children (NSPCC): www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- Changing Faces: www.changingfaces.org.uk
- Mencap: 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
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

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Appendix 9 – 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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Appendix 10 -Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____

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