University Schools Trust
A transformational education

Royal Greenwich Trust School

Good Behaviour Policy

June 2026

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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
June 2026	4	Links updated to reflect most up to date school and DfE policies
	7.3	Added Bronze, Silver, Gold and Platinum badges
	20	Mobile phone policy reflects September 2026 guidance

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all the academies within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a student as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a student.

A "Student" includes any incoming or current student at any School within the Trust. It also includes any individual who was previously a student at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term student is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

Policy specific definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards learning
- Incorrect uniform
- Lack of equipment

Serious misbehaviour is defined as:

- Repeated breaches of the school's expectations
- Any form of bullying (definition below)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking (including vaping)
- Racist, sexist, homophobic or discriminatory behaviour (including using words that are on the Royal Greenwich Trust School language charter)

Bullying is defined as:

- The repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.
- Bullying is, therefore:
  - Deliberately hurtful
  - Repeated, often over a period
  - Difficult to defend against

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response. As well as ensuring that the police are alerted, in addition to any other external agency referrals. RGTS will never ignore any form of sexual harassment or sexual violence.

Students are encouraged to report anything that makes them uncomfortable to a trusted adult or a member of the school's safeguarding team, no matter how 'small' they feel it might be.
The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to external agencies, MASH
  - Report to the police
  - School Nurse referral

Please refer to our child protection and safeguarding policy for more information: https://www.ust.london/policies/child-protection-safeguarding

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

2. Scope of the Policy

This policy applies to the students and staff that make up the Royal Greenwich Trust School learning community. This is including support staff, and other non-teaching colleagues such as trust staff and representatives.

The policy will outline the expectations and guidance around behaviour for learning at the Royal Greenwich Trust School. As well as providing stakeholders such as parents and carers with clear guidance around their child's school experience with regards to behaviour for learning.

3. Policy Aims and Ethos

Our vision at the Royal Greenwich Trust School is to provide transformational educational opportunities for all students. This vision is supported by our mission to secure excellent outcomes for all our students through delivering the highest quality of teaching and learning and by working collaboratively in an impactful way with our university, public body and private sector partnerships. We aim to establish an intentional culture of excellent behaviour by implementing clear systems and processes for behaviour management centred on a 'firm but fair' ethos.

Our behaviour for learning policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Ensure that there is a culture of reward, where student success is recognised
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour and bullying and discrimination

At the Royal Greenwich trust school, we are committed to celebrating and promoting diversity, equality and inclusion for all stakeholders

4. Links to Legislation and Guidance Documents

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement – July 2026
- Use of reasonable force in schools – April 2026
- Supporting students with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

5. Roles and Responsibilities

5.1. Governing Board

The governing board has overall responsibility for:

- Reviewing and approving the written statement of behaviour principles (appendix 2)
    - Reviewing this behaviour policy in conjunction with the Headteacher and Deputy Headteacher Inclusion
    - Monitoring the policy's effectiveness
    - Holding the headteacher and Deputy Headteacher Inclusion to account for its implementation

5.2. Headteacher

The Headteacher is responsible for:

- Appointing a Designated Policy Lead from among the senior staff; Deputy Headteacher Inclusion
- Ensure that all staff receive adequate training and development around the behaviour for learning policy
- Determining the school expectations and any disciplinary sanctions for not meeting expectations; alongside Deputy Headteacher Inclusion
- The right to suspend and exclude students from school

5.3. Deputy Headteacher - Inclusion

The Deputy Headteacher - Inclusion 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.
- 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 SEND issues that could be driving disruptive behaviour.

5.4. Assistant Headteacher (SENDCo)

The Assistant Headteacher (SENDCo) 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.
- Ensure that the school's inclusion provision; Compass Centre is functioning in a way that meets the needs of our SEND students who may sometimes display challenging behaviour

5.5. Teachers and Suppport Staff

Teachers and support staff are responsible for:

- Creating a calm and purposeful learning environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.6. Inclusion Support Staff

Inclusion Support Staff are responsible for:

- Supporting students to make positive behaviour for learning choices and encourage students to always display the RGTS values
- Provide intervention for identified students to support them with their behaviour for learning
- Modelling expected behaviour and positive relationships
- Making referrals to external agencies to support students that struggle with their behaviour for learning
- Providing a personalised approach to the specific behavioural needs of students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly

5.7. Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's tutor and/or head of year
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.8. Students

Students are responsible for:

- Ensuring they follow the school's behaviour for learning policy
- Display the school's values in the work they do within school and when they are representing the RGTS
- Compliant with the school's habits and routines as well as meeting the school's core expectations
- Accepting the consequences if they fail to meet the school's expectations
- Engage positively with any support that is provided to them from the school which will help with their behaviour for learning

6. RGTS Behaviour Curriculum

6.1. Expectations of students

Students are expected to adhere to the RGTS Core Expectations:

1. To be ready to Learn and Succeed
• Be fully equipped for all lessons • Arrive to lessons calmly and on time • Complete all work to the best of my ability
2. To be the Best Version of Myself
• Wear my uniform with pride • Politely follow instructions • Take responsibility for my behaviour and actions
3. To make a Positive Contribution
• Be kind to yourself and others • Act as an excellent ambassador for the school

- Be safe

RGTS Values

Responsibility	**Grit**
• Keep self and others safe, report concerns or problems • Take responsibility for your actions and your conduct • To challenge and report inequality and discrimination • To resolve conflict and harm through restorative approaches • Be kind, respectful and polite to all members of the school and local community • Respond to staff guidance and instructions promptly • Taking ownership of your education and future careers • Act with integrity and maximising your effort in all areas of school life. • Respect the school environment by keeping it damage and litter free • Move around the site safely following one-way systems	•To overcome setback and obstacles • Be relentless in the pursuit of excellence, • Persevere through new challenges •Developing the skills and confidence to make well-informed decisions.
Teamwork	**Success**
• Building positive relationships • Supporting others • Make a positive contribution to the local and wider community. • Working outside of your comfort zone	• Achieve to the best of my ability both academically and personally • Be ambitious in your learning and improve it when you're given feedback. • Make a positive contribution to your school community • Gain a sense of enjoyment in being part of the RGTS learning community. • Being recognised for my contributions

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

7. Responding to Behaviour

7.1. Classroom management

Teaching and support staff are responsible for creating a positive climate for learning and ensuring that high expectations are set for students.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Promote the RGTS Core expectations and display them within their own classroom
- Develop a positive relationship with students, which may include:
    - Greeting students in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

7.2. Safeguarding

Royal Greenwich Trust School has a duty of care to keep out student and staff safe at all times and recognises that changes in behaviour may be an indicator that a student is experiencing a change in circumstances, facing a difficulty or potentially in need of support or protection.

As school we will always explore whether a student's behaviour may be linked to them suffering or being at risk of significant harm.

When it is felt that this may be the case the school will follow their safeguarding policy and procedures to ensure that the young person is appropriately supported. This may mean that the student is offered a form of inclusion support, and early help intervention or

Where this may be the case, we will follow our child protection and safeguarding policy, and consider what inclusion support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information: https://www.ust.london/policies/child-protection-safeguarding .

7.3. Responding to good behaviour

When a student's behaviour meets or goes above and beyond the RGTS Core expectations, staff will recognise this with positive recognition and reward. Staff at RGTS incorporate daily positive recognition into classroom habits and routines, as well as creating opportunities for students to be rewarded outside of the classroom setting.

At RGTS we recognise that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. Recognition and reward motivate students and creates a positive climate for learning within our classrooms.

Positive reinforcements and rewards will be applied fairly and consistently to reinforce the routines, expectation and norms of our school culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Positive Arbor messages
- Reward points
- Golden Tickets
- Positive phone calls
- Positive post cards
- Certificates
- Faculty Awards and Acknowledgements
- Weekly recognition in Assemblies, Week Ahead, Staff Briefings, Families Bulletin
- Bronze, Silver, Gold and Platinum badges

Staff at RGTS are encouraged when praising students to do the following:

- Explicitly define the behaviour that is being rewarded.
    - Recognise and reward students for demonstrating the RGTS Values
- Praise is given immediately following the desired behaviour.
- Vary the way praise is given
- Ensure praise is related to effort, rather than only to work produced.
- 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 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 rewarded.

7.4. Responding to students not meeting RGTS Values and Expectations

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Responding to unacceptable behaviour

At RGTS we believe in the clarity and consistency of expectations with routines and sanctions to support our students to have the highest standards of behaviour. The system in place will always allow the students the opportunity to amend their behaviour to make the right choices. In the classroom we adopt the LOOK, REMINDER, CHOICE AND ON-CALL system.

Positive Reinforcement

Positive Reinforcement is a structured approach to managing behaviour that focuses on recognising and rewarding positive actions rather than punishing negative ones.

- Meeting and greeting students at the classroom threshold
- Verbal Praise: Immediate, specific praise (e.g., "Great job sharing your ideas in the group.")
- Recognition Systems: Stickers, certificates, points, or public recognition for achievements or positive behaviour.
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- Verbal Praise: Immediate, specific praise (e.g., "Great job sharing your ideas in the group.")
- Recognition Systems: Stickers, certificates, points, or public recognition for achievements or positive behaviour.
- Privilege-Based Rewards: Extra play time, leadership roles, or access to preferred activities.
- Token Economies: Individuals earn tokens for good behaviour that can be exchanged for a reward.
- Positive Notes/Calls Home: Communicating achievements with families or stakeholders.

Non-Verbal Cues

In the first instance of low-level disruption the student will be given a non-verbal cue to re-engage the student.

If a student displays unexpected behaviour in the classroom such as daydreaming or talking the teacher will use Non-Verbal Cues to support the student to re-engage.

Nonverbal cues are essential for effective communication and classroom management in secondary schools. They include a wide range of unspoken signals, such as facial expressions, body language, gestures, eye contact, and vocal cues, that convey meaning and influence interactions. Understanding and utilising nonverbal cues can enhance teaching, improve student engagement, and foster a positive learning environment.

Facial Expressions:
Smiling to encourage participation, raising an eyebrow to show interest, or frowning slightly to indicate disapproval.

Body Language:
Standing tall and open to project confidence, leaning in to show attention, or using a hand gesture to redirect a student.

Eye Contact:
Maintaining eye contact to show engagement and focus or briefly glancing away to signal the end of a turn.

Gestures:
Using hand signals like a raised hand for silence, a thumbs-up for approval, or a finger to the lips for quiet.

Proximity:
Moving closer to a student to address disruptive behavior or to provide individual support.

Vocal Cues:
Changing tone of voice or speaking volume to indicate seriousness or enthusiasm.

Reminder

If the low-level disruption continues, the student will be given a reminder to demonstrate the expected behaviour.

"This is a reminder for calling out across the classroom. Do not do this as it disrupts the class. Thank you"

Choice

If a disruptive behaviour is repeated, then the student will be given a choice to amend their behaviour in order to remain in the classroom and will be asked to move seats

"This is now your choice for turning to distract your friend. You need to demonstrate expected behaviours or you will receive an on call."

On Call

In the third instance of unexpected behaviour causing low level disruption, the teacher will call the 'on-call' teacher and the student will be 'on called' from the class and taken to the Internal Exclusion Room

"You have now reached an on call for talking over me after receiving a choice. You are now being removed from this lesson."

If a student is asked to leave the classroom they will be picked up by the on-call teacher and taken to the Internal Exclusion room to re-set their behaviour.

A serious or high-level incident may occur which is serious non-compliance, or a dangerous/unsafe incident which may need referring to SLT. This could include:

- Refusal to hand over a contraband item
- An incorrect response to a sanction
- Damage to school property
- Verbal abuse to staff or students
- Physical abuse to staff or students *This list is not exhaustive*

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a student 'on report
- Internal Exclusion
- Suspension
- Managed Moves
- Direction Offsite
- Respite Alternative Provision
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the student will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but regarding the impact on perceived fairness.

Behaviour for Learning Escalation

When at RGTS staff will use a staged approach when dealing with student behaviour within the classroom. However, if the strategies at this stage do not work then the school will escalate the level of intervention through the different stages of RGTS Leadership (see Appendix 4)

Sanctions

Detention

Students that attend RGTS can be issued with detentions during break, lunchtime and afterschool. After school detentions will take place the same day they are issued. The school will inform parents/carers via the Arbor

Removal from Classrooms (X-Removal)

Students have the right to a disruption free education. If a student's behaviour is persistently disrupting the education of their peers they will be removed from the lesson and taken to the IE for the remainder of the school day.

Students who have been removed from their classroom will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal from lesson is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from lesson if they have attempted other de-escalating behaviour strategies, unless the behaviour is so extreme to warrant immediate removal.

Students will be reintegrated back into the classroom as soon as appropriate and safe to do so. Students will be issued with a day sheet or report to monitor their return to the classroom. Further

to this the school will explore what further support the student needs to access their learning successfully.

Parents are informed the same day if their chid is removed from the classroom via the Arbor App and will be contacted by the class teacher who issued the X-Removal.

If a child is repeatedly removed from the lesson, then the school will look at what support may be required using the RGTS Inclusion Toolkit (appendix 4).

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

7.5. Reasonable force and Positive Handling

Reasonable force and positive handling cover a range of interventions that involve physical contact with students. For further information refer to appendix 3 – reasonable force.

7.6. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 1) found in a student's possession because of a search will be confiscated. These items will not be returned to the student. Depending on what the item is, these will be stored safely and then given to our the police for appropriate disposal. If appropriate to do so we will return the item to a parent or carer.

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

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Deputy Headteacher Inclusion or a Designated Safeguarding Lead (or deputy) who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be considered if the any member of staff has reasonable grounds for suspecting that the student is in possession of a banned item (section 1) for which a search can be made, or if the student has agreed.

Royal Greenwich Trust School must ensure that:

- Two colleagues are for a search
- One colleague must be a member of SLT and the same gender as the student
- An appropriate office space or meeting room should be found to conduct the search, which is out of student view.

Before the search:

- Member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
- The authorised member of staff should always seek the co-operation of the student before conducting a search. If the student is not willing to co-operate with the search, the member of staff should consider why this is.

Reasons why a student may not co-operate:

- is in possession of a prohibited item.
- does not understand the instruction.
- are unaware of what a search may involve.
- has had a previous distressing experience of being searched.

If the student continues to refuse to co-operate:

- The member of staff may sanction the student in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.
- If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Headteacher, Deputy Headteacher Inclusion, Designated Safeguarding Lead (or deputy) or any member of staff who may have more information about the student.
- During this time the student should be supervised and kept away from other students.
- If it is felt that there is a need for the search despite the student's co-operation, then the student's parent should be contacted to come to the school to support.

Conducting the search:

- The member of staff conducting the search may search any of the student outer clothing, pockets, possessions, desks or lockers.
- The student is not required to remove any clothing other than outer clothing. 'Outer clothing' means item of clothing that is not worn wholly next to the skin or immediately over a garment being worn as underwear.

- Students should be asked to empty their belongings out of their bags, coats, blazers, and other uniform pockets onto the table in front of them.
- The member of staff conducting the search can then look through the items on the table to ensure that there are no prohibited items or concerns.
- The member of staff conducting the search can use a metal detector to assist with the search.

Possession of any prohibited items. These include (this is not an exhaustive list):

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 1) and items identified in the school expectations.

An authorised member of staff can search a student's possessions when the student and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

After search:

- If any prohibited items are found, then they must be stored appropriately in the school safe and the police are notified for collection if required.

- **Informing the designated safeguarding lead (DSL) -** The staff member who carried out the search should inform the DSL without delay:
  - Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
  - If they believe that a search has revealed a safeguarding risk
  - All searches for prohibited items (listed in section 1), including incidents where no items were found, will be recorded on CPOMs the school's safeguarding system.

- **Informing parents -** Parents will always be informed of any search for a prohibited item (listed in section 1). A member of staff will tell the parents as soon as is reasonably practicable:
  - What happened
  - What was found, if anything
  - What has been confiscated, if anything
  - What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if inclusion support, an early help intervention or a referral to children's social care is appropriate.

RGTS reserves the right to screen students prohibited items at its discretion. The school may use wands to conduct this screening. It is essential that all students are safeguarded at RGTS, and that any risks that the school are made aware of that may harm staff or students are addressed swiftly.

7.7. Off-site misbehaviour

Students may be issued with a sanction if they misbehave offsite when representing the school. This will be considered as bringing the Royal Greenwich Trust School into disrepute. This may be considered if a student misbehaves in the following circumstance:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student at our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Students will only be issued the sanctions on school premises or elsewhere when the student is under the lawful control of staff members from the school (e.g. on a school-organised trip).

7.8. Online misbehaviour and Malicous Communication

Royal Greenwich Trust School can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school community

The school may report all instances of malicious communication to our police to ensure that students are educated on how their behaviour breaks the law.

Any sanctions for online behaviour will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

7.9. Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Deputy Headteacher Inclusion/Designated Safeguarding Lead (or deputy) will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

If it is felt that student is at risk of being criminally exploited, then RGTS will make referrals to the necessary agencies to ensure that the child is appropriately supported. These referrals may include the Multi-Agency Safeguarding Hub and Pre-Mace.

If the act of criminal behaviour is malicious damage to school facilities or resources. RGTS will pursue costs related to damage with the parent/carer of the student. There will be an expectation that parent/carer pays for the damage so the resource can be repaired.

7.10. Unacceptable Language

Students are expected to always use appropriate language. The following types of language will be considered as unacceptable language:

- Swearing
- Racist language
- Prejudicial language
- Sexist or derogatory language

Use of unacceptable language will be considered as harmful behaviour and sanctions will be issued.

Some harmful and abusive behaviour involves the use of unacceptable language.
The RGTS Language Charter identifies some words we will not accept.

Prejudicial language is still harmful or abusive even if young people believe there is consent between friends or if they hear these words at home. These words may not have been intended to harm or abuse but they have an impact on the school community because they are harmful and abusive.

7.11. Malicious allegations

If a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to issue a sanction the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to appropriate external agencies may be made (social care, CAMHS, School Nurse and/or police). Further to this the school may deploy extra interventions ran by the school's inclusion staff to ensure that the student understands the severity of their action.

The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy: https://www.ust.london/policies/child-protection-safeguarding for more information on responding to allegations of abuse against staff or other students.

7.12. Suspension and Permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy for more information.

8. Responding to misbehaviour from students with SEND

8.1. Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

9. Support and Intervention for students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. RGTS is an inclusive provision that puts emphasis on trying to explore what student's barriers are and what they may need support with:

This could include measures like:

- Reintegration meeting
- Regular check ins with identified trusted adult
- A report card with personalised behavioural targets
- Mentoring
- Social skills intervention or use of social stories
- Personalised reward/incentive systems
- Support from our Inclusion Provision; Compass Centre
- A Pastoral Support Plan

10. Training and Staff Development

Royal Greenwich Trust school ensure that all staff are trained in the implementation of their behaviour for learning policy. Staff as part of their induction process are provided with training on the implementation of the RGTS Good Behaviour Policy, RGTS Habits and Routines as well as the RGTS Core Learning Routines.

Further to this across the course of the academic year staff receive regular training through the schools Continuous Professional Learning calendar in the form of:

- After school meetings (directed time)
- Twilight afternoons
- Inset days

As part of the school's training programme staff receive training around the following areas:

- How to respond to the needs of students at the school
- How SEND and mental health needs impact behaviour
- What behaviour management tools and strategies staff can deploy to minimise classroom disruption and create a calm and purposeful learning environment
- The proper use of restraint

11. Monitoring and Evaluation

11.1 Monitoring and evaluating school behaviour

Royal Greenwich Trust School will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of alternative provision, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by Deputy Headteacher Inclusion. This data will be shared with the relevant stakeholders for action and response.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

11.1. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the

The written statement of behaviour principles (appendix 2) will be reviewed and approved by the governing board annually.

12. Links with other policies

- Good Behaviour Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Suspension and Exclusion Policy

13. Approval Signature

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

Print name _____

Date _____

14. Appendix 1 – Key Members of Staff Referenced

Colleagues who support with the implementation of the policy and are detailed throughout:

Executive Headteacher	Cath Smith
Head of School	Asma Khan
Deputy Headteacher - Inclusion	Guy Brougham
Assistant Headteacher (SENDCo)	Pamela Adodo

15. Appendix 2 – Behaviour Principles

RGTS Behaviour Principles:

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers act as role models and always set an excellent example to students
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and all staff (teaching and support)
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are held to account and are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster positive relationships between the school and students' home life

16. Appendix 3 – Restrictive Interventions

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded using the following form (Restrictive interventions incident recording/reporting form - Fill out form) and reported to parents

When considering using restrictive interventions, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

To ensure that all stakeholders of the RGTS community are aware of the expectations around reasonable force, the school has developed a positive touch principle that is shared with staff and students.

17. Appendix 4 – Supporting SEND Students

As part of meeting these duties, the school will anticipate, as far as possible, all triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned.

To support and encourage positive behaviour for learning for students with SEND, reasonable adjustments may be made such as:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for extended periods of time.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues (as agreed by Deputy Head Teacher Inclusion and Assistant Headteacher SEN Co) or who has severe eczema.
- Training for staff in understanding conditions such as autism, ADHD, and neurodiversity
- Use of separation spaces (sensory room or reflect and reset space) where students can regulate their emotions during a sensory overload.
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload.

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider:

1. Whether the student was unable to understand the rule or instruction?
2. Whether the student was unable to act differently at the time because of their SEND?
3. Whether the student is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

Assistant Headteacher SENCo may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. Inclusion colleagues within the school will work collaboratively to work

with parents to create a plan and then review it on a regular basis. This will form as evidence as part of the Assess Plan Do Review cycle for students if the school perceives there may be a need for EHCP

Students with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies to ensure that this is the case.

If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

18. Appendix 5 – Positive Handling Form

Positive Handling – Physical Intervention Recording Form

Staff Member:			
Student's Name(s):			
Other students present:		**Date:**	
		Time:	
Other staff present:		**Location:**	
		Duration:	

Nature of Involvement (highlight or circle as appropriate)		
Colleague using restraint	Witness	Other

Description of situation leading to restraint being required:		
Description of restraint:		
Outcome of restraint/follow up:		
Action	**AI(s)**	**Date/Deadline**
Students(s) account(s)s and views of restraint captured through completion of incident form.		
CCTV footage secured, where available.		
Accident report form completed.		

Signature of staff member:		**Date:**	
Signature of DHT – Inclusion:		**Date:**	

Further action/follow up, if required:		
Action	**AI(s)**	**Date/Deadline**

Signature of Headteacher:		**Date:**	

19. Appendix 6 – Inclusion Toolkit

Stage	Staff Group	Action Taken	Action/Strategies
Stage 1: Positive Reinforcement	All Colleagues	*Narrating the positive comes first. Staff should place emphasis on the positive using praise and rewards as an opportunity to create a positive climate for learning.* *Staff should aim to issue a minimum of 3 reward points and 1 golden ticket each lesson. Other ways in which teachers can acknowledge success:*	• Meeting and greeting the students at the classroom threshold • Verbal Praise: Immediate, specific praise (e.g., "Great job sharing your ideas in the group.") • Recognition Systems: Stickers, certificates, points, or public recognition for achievements or positive behaviour. • Positive Notes/Calls Home: Communicating achievements with families or stakeholders. • Quality First Teaching/Planning for positive behaviours and engagement • Verbal praise • Written praise through regular marking • Phone calls home • Student of the week • Good news shared in assembly • End of Term Rewards • Displays of pupil work around the school • Postcards/Certificates • Subject and Faculty Rewards
Stage 2: Use of the Staged Approach	Classroom Teacher	*Student is displaying behaviours that do not meet RGTS' core learning expectations and values; affecting their learning and the learning of others* *This is likely happening on few occasions, but when it does happen it needs to be addressed for learning to take place.*	• Staged Approach • Non-Verbal Cues • Reminder, choice, on call • Logging behaviour on Arbor • Reset Conversations • Gaining student voice • Parental communication: • Follow up calls • Parental Meetings • Emails • De-Escalation Strategies • Amendments to seating plan • Seeking support from other post holders or Head of Faculty
Stage 3: Tutor Support/Intervention	Tutor	*Despite interventions at choice stage, the student continues not to meet RGTS' core learning expectations and values, and this is impacting their ability to engage successfully within lessons.*	• Tutor report • Phone calls home • Parental meeting • Daily check in with students within morning tutor time • Lesson drop ins – Conducted by tutor/HOD/HOF (if unexpected behaviour is in one subject)

		Students will be receiving a high number of behaviour points and detentions. *This is impacting the teacher's ability to teach as they are managing low level disruption / Minor misdemeanours regularly.*	• Use of Rewards/Incentives • Information sharing with colleagues • Gaining student voice – Speaking with students to identify strategies, approaches etc
Stage 4: Middle Leader Support/Intervention	Head of Year	*Tutor has tried to engage with the student through various strategies and interventions, but this has had little to no improvement.* *Student continues to not meet the RGTS core expectations and values Student will have a high number of behavioiur points/detentions, internal exclusions and suspension*	• Parental Contact • Meetings/Emails/Phone Calls • HOY Report • Punctuality Reports • Behaviour Contracting • Rewards/Incentives • HOY 1 to 1 work with a student • Personalised programme of PSHE • Community Service • Extra-curricular/Enrichment Opportunities • Messaging to teachers • Use of Round Robins to collate important teacher information • Re-sharing of learning plans • Referral for internal support • SAMs • Academic Mentor • S&FSW • CC Manager • Counselling • Exploration of barriers • Completion of SEND referral • Inclusion Panel Submission • External Agency Referrals • TAC Meetings and Meetings with professional networks to look at how we best support a young person
	Head of Faculty/ Curriculum Lead	*Repeated poor behaviour for learning is displayed within the same subject.* *Despite use of the staged approach poor behaviour continues and it is impacting progress in the specific subject area.*	• Parental Contact • Meetings/Emails/Phone Calls • Subject Report • Behaviour Contracting • Rewards/Incentives • Exploration of barriers • Completion of SEND referral • Communication with the Inclusion team around how to best support the student • Input to student learning plans on Edukey

		Teacher has used several of the stage 1 strategies, and the student behaviour still does not improve.	
Stage 5: Head of /key Stage SLT Link Support/Intervention	Senior Leaders	*A students behaviour compromises the safety of themselves and/or other students/staff* *Continued persistent poor behaviour for learning and several strategies have been deployed at the previous stages of escalation.* *Student has been issued with a high number of behaviour points, internal exclusions and suspensions.*	• SLT Report • Parental Contact • Meetings/Emails/Phone Calls • Behaviour Support Plan • Behaviour Support Plans (constructed with the support of the HOY and key inclusion colleagues). • Behaviour Contracting • Direction offsite
Stage 6: DHT Inclusion	Deputy Head Teacher Inclusion/Headteacher	*Student is at risk of further suspension or permanent exclusion.* *Little to no improvement has been seen at the earlier stages of escalation.*	• SLT Report • Pastoral Support Plans (constructed with the support LA Reintegration Officer, Head of Key Stage of the HOY and key inclusion colleagues). • Managed Moves • Fair Access Panel • Liaising with external agencies • Work with the Local Authority • Reintegration Officer • Transition Mentor • Exploration of Alternative Provision • Permanent Exclusion

20. Appendix 7 - Mobile Phone Policy

In line with the updated September 2026 guidance, **our school is committed to being a phone-free environment** throughout the school day. Limiting access to mobile phones helps protect learning time, improves focus, supports positive behaviour, and promotes respectful face-to-face interaction within our school community. This approach is not about punishment. It is about creating calm, safe, and supportive conditions in which every pupil can learn, participate, and succeed

1. Reduces Distractions

- **Focus on learning**: Phones can interrupt concentration during lessons with notifications, games, or social media.
- **Academic performance**: Studies have shown that removing phones from the classroom can lead to improved test scores and engagement.

2. Prevents Misuse and supports student safety

- **Cyberbullying**: Phones can be used to send hurtful messages or share inappropriate content.
- **Cheating**: Students might use phones to access unauthorized materials during tests or assignments.
- **Taking photos/videos**: Some students may record others without permission, violating privacy and leading to conflicts.

3. Encourages Social Interaction

- **Face-to-face communication**: Without phones, students are more likely to engage with peers during breaks and develop social skills.
- **Reduces social pressure**: Constant exposure to social media can affect self-esteem and lead to anxiety or exclusion.

4. Promotes Responsibility and Respect

- **Respecting school rules**: Following the phone policy teaches responsibility and respect for shared spaces and learning time.
- **Supports staff**: Teachers and staff are better able to manage classrooms and ensure a calm, consistent environment.

5. Safeguards Mental Health

- **Less screen time**: Encouraging time away from screens during the day supports better mental well-being.
- **Limits online drama**: Phone-free time helps reduce the emotional burden of digital conflicts that spill into school life.

The mantra staff can use with students around mobile phones is: **'See It, Hear It, Lose It'.** This is displayed around the school site and in classrooms.

If a member of staff hears or sees a student's mobile phone they will confiscate the phone. The phone will be handed in to reception and can be collected by the student at the send of the day. In the second instance the phone will be handed into reception and must be collected by a parent/carer.