



Royal Greenwich
Trust School



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Royal Greenwich Trust School Behaviour for Learning Policy

DRAFT COPY

Review December 2018

Date of Last Review:	
Date agreed by Governors:	
Date shared with all staff:	
Date of next review:	December 2018

Policy Aims and Ethos

Our Ethos

At RGTS the governing body believes that in order to enable effective learning and teaching to take place, RGTS needs to set high standards of behaviour for pupils. These high standards centre around the six school values;

Communication, Investigation, Participation, Networking, Scholarship, Vision.

Throughout their time at RGTS pupils will excel in these six areas to be the best that they can be. Pupils will recognise teachers as authority figures who they respect at all times. They will take responsibility for their own behaviour and teachers will promote self-control amongst pupils to ensure that good behaviour is the school norm.

Aims

This policy aims to:

- Provide a fair and consistent approach to behaviour management
- Define what RGTS consider unacceptable behaviour
- Give a clear outline on how RGTS students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Detail our reward and sanction system and how explain how they are implemented consistently and fairly

Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- 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 online

At RGTS, we expect each of our students to be fully prepared for the opportunities and the demands of the adult world. During each child's school career we place a strong emphasis on our ethos.

At RGTS the governing body believes that in order to enable effective learning and teaching to take place, RGTS needs to set high standards of behaviour for pupils. These high standards centre around the six school values; **Communication, Investigation, Participation, Networking, Scholarship, Vision.** Throughout their time at RGTS pupils will excel in these six areas to be the best that they can be. Pupils will recognise teachers as authority figures who they respect at all times. They will take responsibility for their own behaviour and teachers will promote self-control amongst pupils to ensure that good behaviour is the school norm.

We develop all students in the habits of self-discipline and kindness, through pre-emption, consequences and support. We expect all of our students to:

- Participate, co-operate and show respect to each other and staff at all times
- Develop a sense of self-discipline and an acceptance of responsibility for their actions
- Respect their own and other people's property and take care of books and equipment
- Walk (not run) in a calm manner when moving around the school
- Report to a member of staff any concerns or grievances they may have
- Be punctual to school and lessons and wear correct school uniform at all times
- and above all, contribute to disruption free learning at all times

PRE-EMPTION

All students are explicitly taught, and deliberately practise our silent entrance, exit and access to lessons at the start of each academic year. All teachers pre-empt any off task behaviour in lessons, so that 100% of students are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice.

Community Partnerships

We aim:

- To foster partnerships between home, RGTS and the wider community
- To create a supportive environment where positive attitudes are encouraged and respected
- To involve the community in celebrating positive behaviour and achievements
- To promote RGTS as a key part of the wider community
- To develop students as global, twenty-first century citizens

The Parent/Carer's Responsibilities

At RGTS we build positive working relationships with our parents/carers. We appreciate the need for a collective approach in developing student behaviour in the school.

Support and cooperation from parents/carers is vital if our students are to be successful.

We expect that parents/carers will:

- Support the implementation of the RGTS Behaviour Policy
- Celebrate their child's success with us
- Encourage their child to make the most of the opportunities presented at the Academy
- Reinforce to their child that they must value and respect other students and all those who work at RGTS
- Support RGTS by being actively involved in their child's education
- Ensure that their child attends RGTS every day and is punctual to school and lessons
- Ensure that their child is in full RGTS uniform or 6th form dress code
- Monitor and intervene to ensure the effective use of their child's planner. Parents must check and sign their child's planner on a regular basis.
- Contribute to any costs incurred through wilful damage to or loss of RGTS property
- Support their child in maintaining a positive behaviour record throughout their time at RGTS
- Attend Parents' Evenings and any other parental events
- Work with the RGTS's pastoral teams with reference to the RGTS Home- School Agreement (**See Appendix A**)

The Staff Responsibilities

Every staff member has an important responsibility to model high standards of behaviour when dealing with students and each other.

Our staff will:

- Have high expectations of every student at all times, in and out of classrooms
- Find every opportunity to praise and reward students
- Foster a positive, caring and welcoming environment
- Model good relationships
- Emphasise the importance of being valued as an individual
- Promote manners and courtesy towards staff and students
- Encourage relationships based on mutual respect and understanding
- Ensure fair treatment for all

Effectively challenge and modify unacceptable behaviour, including that which:

- Presents risks or potential risks to the safety of themselves or others
- Creates safeguarding issues, including lateness or truancy
- Breaches the uniform code
- Affects RGTS property in any way, including damage, graffiti, litter etc.
- Discriminates against another person or group of people because of their ethnicity, age, religion, gender or sexual orientation
- May be meant as a joke but is unacceptable, such as play fighting
- Represents abusive or unpleasant language

All members of staff support the safe movement of students around RGTS by attending all duties on time; they communicate behaviour concerns effectively using the report system and work with relevant members of staff to reach positive outcomes.

Classroom teachers will support students in their behaviour for learning through planning rigorous and well-structured lessons, in accordance with the School's Teaching and Learning policy.

The Form Tutor's role is central to RGTS. They play a crucial part in monitoring student progress both academically and socially:

- Greet students at the tutor room door and set the tone for the day by creating a positive ethos, establishing/encouraging student/teacher and student/student relationships and developing both a Tutor Group and an RGTS spirit and identity
- Implement a seating plan which is reviewed and monitored regularly to encourage social

interaction

- Encourage high standards of work, behaviour and dress code and liaise with Achievement Team Leaders and the Pastoral Team over behaviour concerns
- Place students on Stage One (Form Tutor) report as necessary
- Promote, maintain and monitor attendance and punctuality and ensure that notes are received concerning any absence.
- Liaise with the Safeguarding Lead, if and when necessary
- Actively supervise students in Assemblies
- Monitor and intervene in the effective use of the student planner. Tutors must check and sign student planners on a regular basis
- Promote literacy and numeracy during Tutor Time
- Promote PSHE, SMSC and British Values during Tutor Time
- Foster positive relationships with parents/carers, keeping them fully involved regarding students' progress, including curriculum related or behaviour concerns, in consultation with Achievement Team Leaders
- Support with the attendance to detentions

Middle Leaders will work together to ensure a consistent approach to positive behaviour for learning in their subject areas:

- Set high expectations of behaviour for learning across faculty areas
- Monitor, evaluate and review behaviour for learning within faculty areas
- Ensure lessons are planned appropriately
- Support classroom teachers to promote positive behaviour for learning
- Use faculty meetings to discuss specific students and strategies
- Facilitate reconciliation and post exclusion meetings with staff, students and parents where there have been serious behaviour incidents
- Communicate specific behaviour concerns to the SEN/EAL and behaviour and pastoral teams to develop coordinated support strategies
- Run RGTS detentions

Director of Behaviour for Learning, Heads of Year and other pastoral staff will work together to ensure a consistent approach to the RGTS's Behaviour for Learning guidelines:

- Implement and monitor behaviour strategies for individual students according to the RGTS Incidents and Sanctions (See RGTS Exclusion Policy)
- Investigate behaviour incidents and communicate with relevant staff about actions following behaviour incidents
- Communicate with parents / carers about behaviour concerns / incidents
- Monitor student progress be it academic or behaviour
- Collect, collate and monitor attendance, punctuality, referrals, detentions, exclusions and other appropriate information.
- Provide appropriate information and data to support the RGTS's Senior Leadership Team regarding exclusions and the allocation of additional provision
- Provide information to the data team to update the student database
- Liaise with other middle leaders to promote positive behaviour for learning in subject areas
- Run RGTS detentions 5 days a week

The Headteacher, Deputy Head Teacher and DOLs are responsible for the implementation and monitoring of the RGTS's Behaviour for Learning Policy:

- Regularly monitor behaviour incidents and the implementation of interventions and the impact of these across RGTS
- Investigate and hear the cases for fixed term/permanent exclusions and decide on the appropriate course of action

The Governing Body will review the policy annually and set up GDC (Governors' Disciplinary Committee) to meet students and parents where behaviour is a cause for concern.

CONSEQUENCES

At RGTS, we recognise the importance of teaching our students to self-regulate their behaviour.

Rewards: We believe that praise and rewards are an important part in recognising positive contributions to the school. Contributions to and adherence to our values are rewarded through our positive behaviour system. Positives will be recorded directly in SIMS by

teaching and support staff and where applicable, positive phone calls home will be made.

Certificates will go to students' parents/carers on a termly basis to reflect these achievements.

Praise will also be publicly announced in celebration assemblies (See Appendix B).

Sanctions: Although rewards are central to the encouragement of positive attitude to learning at RGTS, sometimes there is also a need for sanctions which highlight that there are consequences for unacceptable behaviour.

The purpose of the sanction given is to improve behaviour and to ensure it is not repeated (See Exclusion Policy). In the case of serious behaviour incidents, thorough investigations will take place. They will include the gathering of statements and any CCTV footage where relevant. The prior conduct of a student may be a relevant factor when deciding on a sanction, particularly if the conduct has been repeated and previous sanctions have been ineffective.

We recognise that for a small number of children whose behaviour is beyond the whole school rewards and sanctions' system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. Students needing support from external agencies are identified through the RGTS Inclusion Team and the SEND team. These also provide in house support including anger management, counselling, mentoring, coaching, learning support and other appropriate strategies.

Assemblies: We are dedicated to promoting values which ensure that our students develop a strong sense of self-discipline, social and moral responsibilities. We prepare our students for life in Modern Britain and as global citizens. Values, such as individual liberty, democracy, law, mutual respect and tolerance are embedded and promoted through our house system; Mahler House; Franklin House; Mirzakhani House; Keats House; Turing House, Jackson House, year group and Headteacher assemblies.

Outside the classroom: Students are expected to behave safely, and with courtesy and respect for others at all times, both in and around RGTS and on their journey to and from school. These expectations are communicated to students clearly through assemblies, Tutor Time presentations and by staff on duty. There is a high level of supervision at all times during the RGTS day to ensure that students are safe and secure. Behaviour expectations apply equally to students on school visits and on residential trips. Behaviour outside the RGTS may be subject to sanctions.

Banned items : Bringing these items onto the school premises will result in immediate

confiscation and may lead to a sanction, depending on the nature of the item **(See Appendix D)**.

Mobile Phones

If a student's mobile phone is seen or heard anywhere on the school premises it will be confiscated immediately. Confiscated items will normally be returned after five working days from the date of confiscation.

If a student hesitates (even slightly) in handing over a banned item, they will be sent directly to the Internal Exclusion room, with the item confiscated until the end of the term.

To avoid confiscations students should turn mobile phones off before entering the RGTS site. If the device goes off accidentally, or is seen on the RGTS site, it will be confiscated immediately.

Some families like their children to ring home to confirm that they have arrived at RGTS.

Please be assured that if a child does not arrive to school the RGTS will contact the family directly within an hour of the morning register being taken. This reduces the need for students to carry phones.

Zero Tolerance: (see also Exclusion Policy) The school has a zero tolerance approach to consuming, or the student having

in their possession drugs, alcohol or any other illegal substance whilst on RGTS premises or when coming to or leaving RGTS.

We also have a zero tolerance on carrying any illegal items or weapons in the RGTS or bringing them onsite, or carrying them coming to or leaving the school.

Searching student and/or their belongings: In the course of an investigation, a student may be subject to a search. This will always be conducted by two members of staff. One will be a member of the Senior Leadership Team. One of the two members of staff will be the same gender as the student. One member of staff will conduct the search, the other present as a witness. The Head teacher or Deputy Head in his absence should be made aware of any search prior to it taking place. In relation to the seriousness of the incident that has occurred or reported. The search will take place in a private office space. A member of senior staff will contact parents/carers to notify and explain the context of the search that has taken place.

Withdrawal room: When a student has not responded to two warnings for disruption and then disrupts learning a third time, the staff member will refer the student to the Withdrawal Room. The student will remain in the Withdrawal Room until 5pm and parents/carers will be contacted. The student will be allowed to return to lessons 24 hours after they were sent to this room.

RGTS reserves the right to send students home partway through the day at the discretion of the Principal or Designated Safeguarding Lead.

Internal Exclusion: This is a serious sanction where students are internally excluded from their lessons for a period of one day or more. Students are collected from the RGTS Reception in the morning and escorted to the Withdrawal room. They are expected to complete work in absolute silence. Failure to complete internal exclusion success will result in a repeat of the internal exclusion or a fixed term exclusion for more serious cases.

External Exclusion: This is a more serious sanction however this may be necessary at times. Post exclusion meetings: Exclusion is seen as a serious consequence for a student in their education. When a student is excluded from the school, a post-exclusion meeting with parents/carers will take place prior to the student returning to mainstream lessons. We believe it is an important step in preventing further exclusion.

SUPPORT

Report system: If a student demonstrates poor behaviour across more than one subject area, has a number of referrals to the Withdrawal room or is involved in a serious incident, they may be placed on report. The Pastoral Team will put appropriate interventions in place to support students who going through different stages of our report system.

- Stage 1 Report (Tutor Report)
- Stage 2 Report (Achievement Team Leader Report)
- Stage 3 Report (Deputy Head or DOL Behaviour Learning report)
- Stage 4 Report (Deputy Head/ Senior Teacher report)

Alternative Provision or Managed Move: If a student fails the RGTS's report system, an off site placement could be sought in order to better support the student. The RGTS may also send a student to an off site provision or managed move in order to support the student to make changes.

This is not the case for serious incidents such as bringing a weapon into RGTS; bringing illegal substances into RGTS and physical assault on another student or a member of staff. In these cases, a student could face immediate permanent exclusion.

Permanent Exclusion: We do not wish to exclude any student and will ensure that all necessary interventions are put in place in order to prevent permanent exclusion. The HT reserves full discretion to permanently exclude a student. It is also possible for the HT to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Governing Body's Disciplinary committee (GDC), which is made up of between three and five members, considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the student was excluded, consider any representation by parents and consider whether to uphold the Head teacher's decision or not.

Communication of the policy: RGTS is committed to the continuous reinforcement of the Behaviour Policy to ensure that standards of behaviour are maintained and student behaviour in lessons supports learning. The policy is reinforced through staff training, displays across the school, assemblies, the newsletter, our home-school agreement, student planners and the RGTS website.

Discretion: No behaviour policy can cover all eventualities. The HT reserves the right to use discretion to ensure RGTS students have the right to disruption free learning at all times and their teachers to disruption free teaching at all times.

Statutory Framework

The RGTS behaviour policy is written in line with the following areas of legislation and guidance:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Behaviour and Discipline in Schools – DfE Guidance 2012

Links to Other Policies

This policy should be read in conjunction with other policies particularly teaching and learning, exclusions, safeguarding, anti-bullying, restraint, drugs, uniform, curriculum and assessment.

APPENDIX A

Royal Greenwich Trust School

Home-School Agreement

Our Home- School Partnership Agreement between students, families and RGTS enables us to work together to build positive relationships and support the development of every learner.

Expectations for Students

I undertake to be the best that I can be at all times. By working hard and persevering in my studies and in the wider life of the school, I will uphold the values of RGTS, and will seek to become an outstanding RGTS Graduate.

• Communication:

I will develop my communication skills continuously. I will read widely, and develop my writing and speaking skills for different purposes and audiences. By listening carefully, I will learn how to improve and be there to help others. My communication will be appropriate at all times, and will show kindness and respect to all members of the school community.

• Investigation:

I will develop a passion for finding out new things as I grow academically and personally in the school. When I am not successful first time, I will persevere, and will ask questions when I am not sure or wish to challenge something. My scientific investigations will support my understanding of healthy lifestyles and of the world around me.

• Participation:

I will be a full and active member of the school community, in and outside of lessons. I will come to school every day on time, and will take full responsibility for organising my time and my school equipment. I will show my intention to participate fully by my willingness to work closely with other students, and to observe the school's code of conduct. I will take part in extra-curricular activities, and will willingly try out new things.

• Networking:

I will take every opportunity to develop a network of friends, teachers and other adults to support my development into adult life. I will be open to other opinions and perspectives. I will represent the school with pride whenever I have the chance, and will build a successful and diverse school community.

• Scholarship:

I will strive to do my very best in school work, setting no limits on my potential, and developing confidence to address problems when they arise. I will take care over presentation, check thoroughly for errors and hand in independent study tasks on time. I will use books and digital resources to support my learning. I will be aware of my targets, review my progress and set myself challenging goals.

• **Vision:**

I will map out a clear vision for my future as a global citizen. I will support and encourage other students, and value all members of the school community. Engaged in my local community, and aware of the world around me, I will develop future pathways to a happy and fulfilling life.

This should be signed by all students up on induction and then revisited during form times.

Partnership Agreement Expectations for Parents/ Families

I undertake to support my child in his/ her development as a Royal Greenwich Trust School student. By working in partnership with the school, together we will support him/ her to be the best that she/he can be.

• **Communication:**

I will use the student planner as a tool to communicate regularly with the school. I will notify the school of any issues which may be affecting my child. I will support my child in developing strong spoken and written English.

• **Investigation:**

I will support my child's academic and personal development by providing them with regular and diverse opportunities to find out about and experience the world around us.

• **Participation:**

I will ensure my child attends school every day, in full uniform and on time, fully equipped and prepared for learning. I will encourage my child to participate in a range of extra-curricular activities and educational trips, ensuring that they have the time and my support to do so. I will support my child to become an active member of the local community.

• **Networking:**

I will engage with opportunities given by the school to attend school events and give my view on the school. I will attend meetings with my child's teachers in order to work with the school on how to support my child's progress. I will be vigilant in supporting my child in being safe online and understanding safety.

• **Scholarship:**

I will actively support my child to carry out independent learning tasks. I will ensure access to a computer and a quiet area in which to work, which could be in the home, at school during after school hours, or the local Idea Store. I will use my child's student planner to ensure that they regularly complete independent learning tasks, and help them to organise their study time. I will support the school by ensuring that my child attends academic intervention sessions.

• **Vision:**

I will support my child in mapping out a clear vision for his/ her future as a global citizen with aspirations, including the opportunity to regularly discuss and reflect upon current affairs and global events. I will encourage my child to lead a healthy lifestyle, through promoting regular exercise and a balanced diet. This should be signed by all parents/carers on induction and revisited during key events.

APPENDIX B

Merits are given as follows in Key Stage 3:

MC – Communication	MS – Scholarship	MP – Participation
<ul style="list-style-type: none"> • Making a clear verbal presentation in class using an exceptional level of standard English. • Completion of a piece of extended writing that demonstrates real progress for that student. • Communicating confidently with guests during school events 	<ul style="list-style-type: none"> • Developing increased resilience in the face of challenging work. • Regularly completing homework to a high standard. • Consistently completing classwork to a high standard. • Reading/studying beyond the specified requirement across the curriculum. 	<ul style="list-style-type: none"> • Assisting staff and other students during school events. • Excellent attendance to extracurricular activities. • Regularly participating in a positive and active manner during lessons. • Demonstrating real care and consideration for others in the school and local community.
MN – Networking	MI – Investigation	MV – Vision
<ul style="list-style-type: none"> • Taking part in and leading joint school projects. • Regular use and detailed contributions to school publications/visits/events 	<ul style="list-style-type: none"> • Generating and pursuing challenging questions (relative to the level of that student). • Completing independent research of high quality and curiosity. 	<ul style="list-style-type: none"> • Setting and working consistently towards a challenging objective. • Taking on opportunities that lead to personal growth. • High aspirations, e.g. produce exceptional homework to achieve

At RGTS there is also a number of other ways that staff reward students across the Key Stages. Some of these methods will happen on a daily basis where as others will be on a termly basis. Other reward strategies are listed below:

- Verbal praise in class
- Weekly rewards assembly – Student of the week, best attending and house of the week
- Phone call home
- Letters and postcards home
- Achievement Assemblies
- Achievement Certificates (Attendance, Merit Levels, Community Service)
- Work displayed or Newsletter Entry
- Reward Trips
- Foundation Day Awards
- Head Teacher recognition

APPENDIX C

Consequence System, see also Report System

Award a C1	Award a C2	Award a C3
Breach of no touch policy	P - Breach of no touch policy	CP – Breach of no touch policy
Defiance-one off resolved	P - Defiance	CP - Defiance
Disrupting the learning of others	P - Disrupting others learning	CP - Disrupting others learning
Refusing to follow instructions	P - Refusing to follow instructions	CP - Refusing to follow instructions
Shouting Out	P -Shouting out	CP - Shouting out
Off Task	P – Off Task	CP – Off Task
	Dishonesty	P - Dishonesty
	Eating in an Unauthorised Area	Bringing the school into disrepute (minor)
	Incomplete or no Homework	Damaging/Defacing of RGTS Fabric (minor)
	Incomplete or Unsatisfactory work in a	Extreme Defiance
	Incorrect or no PE kit	Unacceptable language or swearing (minor)
	Incorrect Uniform	Verbal abuse to another student (minor)
	Lack of school equipment	
	Litter	
	Missed Deadline to hand in Work	
	No reading book	
	No Planner	

APPENDIX D:Banned/illegal items

Possession of any prohibited or dangerous items. These are:

- Possession of any prohibited items. These include:
 - 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 pupil)