

## Behaviour Policy & Statement of Behaviour Principles

<b>SLT</b>	<b>Emily Stanghon</b>
<b>Committee</b>	<b>School and Community Committee</b>
<b>Date Agreed</b>	<b>October 2025</b>
<b>Review Date</b>	<b>October 2026</b>

# Contents

- 1 Principles and aims
  - 2 Roles and responsibilities
  - 3 Legislation statutory requirements and statutory guidance
  - 4 Definitions
  - 5 Bullying
  - 6 Learner behaviours and rewards
  - 7 Responding to behaviour in lessons
  - 8 Responding to behaviour outside of lessons
  - 9 Responding to behaviour of SEND pupils
  - 10 Mobile phones
  - 11 Safeguarding
  - 12 Support and intervention
  - 13 Reasonable force
  - 14 Searching, screening and confiscation
  - 15 Online misbehaviour
  - 16 Suspected criminal behaviour
  - 17 Zero tolerance approach to sexual harassment and sexual violence
  - 18 Malicious allegations
  - 19 Pupil transitions
  - 20 Training
  - 21 Monitoring arrangements
  - 22 Links to other policies
- Appendix 1 Written statement of behaviour principles
- Appendix 2 Uniform policy
- Appendix 3 Home school agreement
- Appendix 4 Posters- rules in classroom, rules outside of classroom, BFL flow chart, values

# 1. Behaviour for Learning Principles and aims of policy

At Deptford Green, we recognise that a thriving school culture is the cornerstone of a successful learning environment. We believe that a positive school culture is characterized by a shared vision, values, and goals among all stakeholders. It promotes a sense of belonging and mutual respect, creating a safe and supportive environment that enables students to thrive academically and socially.

All members of the school community have the right to feel safe at all times and be treated with dignity and respect. All members of the school community have the responsibility to uphold our behaviour principles. Deptford Green School is committed to being a high achieving learning environment, which is underpinned by effective management of student behaviour. All members of the school community are expected to support the school ethos and help maintain an atmosphere which is conducive to great learning. All adults employed in the school are responsible for the leadership of student behaviour.

Excellent behaviour is central to educational success and success in future life. Deptford Green School aims to create and maintain a community which is considerate, and where all interactions involving staff and students are based on mutual respect and good manners. All adults within the school community will model, through all aspects of our work, the behaviours that we seek to instil in our students, and we will not tolerate any behaviour that hinders the learning and progress of others.

The Behaviour for Learning Policy is circulated to all students, parents and staff annually. The purpose of this is to share our common goals of achieving good behaviour in school. This Policy is on our school website and is available for all to access at any point.

This policy aims to:

- o Create a positive culture that promotes excellent behaviour, ensuring all pupils have the opportunity to learn in a calm, safe and supportive environment.
- o Establish a whole-school approach to maintaining high standards of behaviour that reflect the GREAT values of the school. Summarising the roles and responsibilities of different people in the school community with regard to behaviour management.
- o Outline the expectations and consequences of behaviour.
- o Provide a consistent approach to behaviour management that is applied equally to all pupils.
- o Define what we consider to be unacceptable behaviour, including bullying, discrimination and child on child abuse.

## 2. Roles and Responsibilities

### The governing board

The School and Community Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1).
- Reviewing this Student Climate and Culture Policy in conjunction with the headteacher.
- Monitoring the policy's effectiveness.
- Holding the headteacher to account for its implementation.

### The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the School and Community Committee.
- Giving due consideration to the school's statement of behaviour principles (appendix 1).
- Approving this policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's climate and culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.

- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording all behaviour incidents promptly on SIMS/Classcharts.
- Challenging all pupils to meet the school's expectations at all times.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## Parents and carers

Parents and carers, where possible, should:

- Get to know the school's Behaviour for Learning Policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's Behaviour for Learning Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with a member of school staff promptly.
- Attend all requested meetings and 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.

## Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the Behaviour for Learning Policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's expectations around behaviour and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour for Learning Policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

### 3. Legislation statutory requirements and statutory guidance

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

- o [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- o [Behaviour in schools: advice for headteachers and school staff 2022](#)
- o [Searching, screening and confiscation at school 2018](#)
- o [Searching, screening and confiscation: advice for schools 2022](#)
- o [The Equality Act 2010](#)
- o [Keeping Children Safe in Education](#)
- o [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- o [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- o [Use of reasonable force in schools](#)
- o [Supporting pupils with medical conditions at school](#)
- o [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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

- o Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- o Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- o [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 4. Definitions

**Our approach is to focus on the positives, celebrate success at every opportunity, teach pupils effective learner behaviours and values. A key priority is for us to keep everyone safe and well so pupils adhering to our GREAT values at all times is essential to the wellbeing and safety of both staff and pupils.**

**Misbehaviour** is defined as:

- o Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- o Non-completion of classwork or homework.
- o Poor attitude and engagement.
- o Incorrect uniform/not adhering to other BFL expectations e.g. acrylic nails/piercings/false eye lashes
- o Persistent use of mobile phone.
- o Failure to follow staff instructions.

**Serious misbehaviour** is defined as:

- o Repeated breaches of the school rules.
- o Racist, sexist, homophobic or discriminatory behaviour.

- o Any form of bullying or child on child abuse.
- o Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- o Entering prohibited areas such as the toilets of another gender (gender neutral toilets are available to students who require them)
- o 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.
- o Vandalism.
- o Theft.
- o Fighting or any other physical behaviour with other students, with staff or in the local community
- o Smoking, drinking alcohol or vaping.
- o Possession of any prohibited items. These are: vapes, knives or weapons, alcohol, illegal drugs, herbal drugs, pellet guns, drug paraphernalia 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).

## 5. Bullying

At Deptford Green School our core values are to be 'GREAT'. Every day we expect staff, pupils, and all members of our school community to live by our values which are Growth, Respect, Equality, Accountability and Togetherness. These values were reviewed, amended, and agreed in September 2022 after consultation with all members of our school community (staff, parents and pupils). Our students are taught these values and the importance of them as soon as they start at our school, and every year afterwards. If all students and staff adhere to these values, then we know students will feel safe in school and bullying incidents will be rare.

We have a whole school approach and lots of proactive strategies in place to reduce bullying which is why they are very rare at Deptford Green School. At Deptford Green School through tutor time, PSHE, assemblies and through a variety of other ways we teach pupils that their safety and the safety of others is our top priority. Students are taught how to keep safe both in person and online, what bullying is, what they should do if they experience bullying, pupils are taught about appropriate and inappropriate relationships, and we cover many other topics to ensure that we prevent bullying from taking place. We have an outstanding peer leadership programme in place which allows older pupils to support and mentor younger pupils. We recognise and celebrate key events/national awareness days such as anti-bullying week, LGBTQ+ month, PRIDE month, Black History month and many others to ensure we celebrate equality and diversity and difference. Our community is inclusive and supportive. We also deliver staff training to ensure key staff know how to prevent and handle bullying if it occurs.

**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:

- o Deliberately hurtful.
- o Repeated, often over a period of time.
- o Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence or physical contact.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>o Racial</li> <li>o Faith-based</li> <li>o Gendered (sexist)</li> <li>o Homophobic/biphobic</li> <li>o Transphobic</li> <li>o Disability-based</li> </ul>	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.

If a pupil, parent or member of staff suspects that a pupil is being bullied then they must report it to either the Form Tutor, Pastoral Leader, Head of Year or Safeguarding Team immediately. An investigation will then be carried out whereby the school will collect as much information from everyone involved in the incident as possible. If after investigation it is a bullying incident, it will be recorded as such on CPOMS.

If we establish that it is bullying, we use restorative approaches to restore harm and restorative contracts are signed. The contracts state that the pupil will stop the behaviour and will be made aware of the consequences of failing to do so. It is very rare after restorative conversations and agreements for the bullying behaviour to continue.

However, if the restorative contract is not adhered to and another incident occurs, then the pupil causing the harm will face a more serious consequence such as a suspension, or they may be placed in our reflection room. On their reintegration meeting we will offer support and strategies to ensure that no further bullying occurs. We will meet with parents, and we will also make it clear that if there were to be a third incident which is considered to be bullying that we would review that pupils place in our school. If we need to at this stage, we may consider completing a safety plan or a risk assessment. Alternatives could include a governors meeting, a managed move, a placement at an alternative placement, a direction to another school/provision or a permanent exclusion.

We will try to restore harm during a Restorative Justice meeting with both students and parents, however, if this is not going to improve the situation a safety plan or a behaviour contract will be signed and agreed to instead.

Please note that if an incident of bullying takes place off site or online Deptford Green School will still take the same actions as if it were in school.

All pupils who have been subjected to bullying will be offered pastoral support and/or support from Place to Talk or Place to Be. They will also be offered safe places to go during unstructured times (the library, or a club). All students who display bullying behaviours will also be offered the same support and we will do all we can to support them to stop the bullying behaviours.

Bullying data is analysed daily, weekly and half termly by the Deputy Headteacher and Designated Safeguarding Lead. It is presented to SLT and the School and Community Governor's Committee on a termly basis.

At Deptford Green School our pupils know that their safety and the safety of others is our top priority. They know that our community is about positive relationships, promoting wellbeing, being respectful and having caring attitudes to all. Our students know what bullying is and they know that they must report bullying and not be a bystander. Once we are made aware of any bullying students know that we deal with it quickly and effectively by following the procedures above.

We train some student leaders in restorative practices and these students are available during tutor time, break time, lunchtime and after school to support younger students who would prefer to speak to another student rather than an adult.

## 6. Learner behaviours and rewards

At Deptford Green we know the importance of developing and teaching effective learner behaviours in our students. Misbehaviour is minimised by teaching positive learner behaviours. Research suggests that when children improve their learner behaviours, this skill set can improve both academic achievement and cognitive ability. At Deptford Green School we focus on LORIC- Leadership, Organisation, Resilience, Independence and Communication. The learner behaviours were agreed with student leaders when this policy was first written in 2018 and amended this year to change initiative to independence. We know that developing our student's LORIC skills will not only make them effective learners but will ensure they are successful in whatever pathway they choose when they leave us. Our Behaviour for Learning Policy focuses on building strong relationships with students and catching students doing the right thing. We reward students for demonstrating LORIC (our effective learner behaviours).

**Leadership-** Students are encouraged to model excellence, motivate and encourage others and step up and volunteer.

**Organisation** – Students are encouraged to make full use of their time, meet deadlines, keep work well presented, complete all student actions in green pen and research topics in advance.

**Resilience** – Students are encouraged to remain focused even when they find things hard, they are encouraged to learn from mistakes and have a growth mind-set and they are encouraged to be solution focused and use the 5Bs when stuck with their work.

**Independence**– Students are encouraged to ask questions, try out new ideas, be proactive and make links between thinking and learning.

**Communication**-Students are encouraged to listen carefully to other people's ideas, engage in discussion, consider tone and body language, use subject specific vocabulary and share and exchange information, news and ideas effectively.

We also promote strong values in our whole school community. We want all staff and students to be GREAT and make a positive contribution to our school and local community. Our values are:

G- Growth.

R- Respect.

E- Equality.

A- Accountability.

T- Togetherness.

See appendix 5 for more details on how we expect staff and students to demonstrate they understand and follow our values every day.

## Rewards

Putting in clear reward systems can improve pupil behaviour in the classroom when used as a broader teacher classroom management strategy. The school has a compelling reward system for students that will provide strong motivation, for individuals and groups, to meet behaviour and homework expectations and demonstrate the school values. Our student voice drive our reward system and they always have a say in how we reward students. The rewards system includes the following elements:

- Verbal praise.
- LORIC/GREAT and other positive points.
- 'You are GREAT' postcards.
- Tutee of the week award (postcard)
- Assembly/Tutor 'shot outs' from your Head of Year/Form Tutor.
- Letters/calls/emails home.
- Leadership roles/leadership responsibilities and leadership badges.
- Bronze, silver, gold and platinum LORIC and effort certificates home.
- One club celebration lunch/breakfast
- Special reward lunches, film afternoons, trips and visits and own clothes days.
- Queue jumps and other special privileges.
- Regular, formal awards for achievement and demonstrating school values.
- Individual and group rewards for regularly meeting behaviour expectations.
- Hot Chocolate afternoon/morning with the Headteacher.
- Special, invitation-only, activities for students who are meeting behaviour and work expectations including trips and special events.

Students in years 7 – 11 are also given positive points by their teachers for any LORIC behaviour worthy of merit. Each lesson should close with teachers rewarding a minimum 3 positive point(s) to each pupil on ClassCharts. Form Tutors are allowed to reward 5 points to each tutee every week for great organisation and engagement in tutor time.

Additional points can be gained from SLT/staff on classroom visits and in the wider school community. Heads of Year, Pastoral Leaders and tutors can award positive points each week for 100% attendance, being on time, looking smart and being organised. Students can also receive a point every time they attend an enrichment activity.

An additional 5 points are gained from involvement in charity events / community events/ school projects/mentoring / positive attitudes and for reading and numeracy.

Each term students can accumulate points which will get them in the bronze, silver, gold or platinum award categories. Rewards given as outlined in the table below:

Reward Level	Rewards Given	Raffle Prizes
Top 10% =Platinum	<ul style="list-style-type: none"> <li>Letter from the Head Teacher.</li> </ul>	2 x £25 prizes for each Year Group involved
Top 30% = Gold	<ul style="list-style-type: none"> <li>Letter home from the Deputy Headteacher.</li> </ul>	2 x £15 for each year group
Top 40% = Silver	<ul style="list-style-type: none"> <li>Certificate</li> </ul>	2 x £10 for each year group
Top 50% = Bronze	<ul style="list-style-type: none"> <li>Certificate</li> </ul>	2 x £10 for each year group

End of term rewards assemblies will also be awarded for a range of different categories.

### **Get into the Green rewards**

The Get In to the Green (GITG) rewards competition is a comprehensive, whole-school initiative designed to foster a positive and competitive spirit among students at Deptford Green. The competition aims to enhance student engagement by focusing on three key parameters: attendance, positive points, and punctuality. By participating in GITG, students will strive to "get in the green," a status symbolising excellent performance, which will drive their focus on attendance and behaviour for learning.

Rewards have included:

- Certificates: Half-termly certificates for students in the Green.
- Recognition: Public recognition during school assemblies and on noticeboards (Weekly).
- Events: Exclusive events or trips for students who maintain Green status throughout the term.
  - Autumn – Cinema/Winter Wonderland.
  - Spring - Indoor games / Flipout.
  - Summer – In school inflatable obstacle courses

**The events above are likely to change- the GitG reward trips/events will change and will be dependent on student voice.**

## **7. Responding to behaviour- in lessons**

We expect all students to adhere to our GREAT values at all times. If all students adhere to these expectations, they will all feel safe, happy and they will make GREAT academic and personal progress.

Students should be GREAT in the classroom by:

- Arrive fully equipped to learn.
- Follow all instructions immediately.
- Always complete work to the best of your ability.
- Be GREAT and always follow our school values.

### Classroom-teacher routines

Start of lesson routines:

- Meet and greet students at class door and ensure students enter calmly.
- On entry ensure students are in full school uniform, coats and outdoor clothing is removed, blazer/jumper is on, all students are meeting our jewellery/nails/lashes/piercing expectations etc.
- Students are silent for the 'Prepare for Learning' task.
- If on the ground floor coats should be removed before entering the classroom.
- Enforce the seating plan that should have been carefully considered. If you have a challenging class, ask for support when enforcing a new seating plan.
- Ensure the 'Prepare for Learning' slide is on the board.
- Check uniform equipment- give a negative point on Class charts if a student is not organised.
- Allow any late student straight into the classroom (for safeguarding reasons pupil should not be left outside of the classroom unsupervised) but record any arrival after 5 minutes as LATE on SIMS.

In lesson routines:

- The 'Prepare for Learning' task is completed in silence.
- At all other times when silence is required, you will request it and count back from 5.
- Give instructions with visible compliance and scan for compliance.
- Always clarify the expected behaviour for learning at each stage of the lesson e.g. 1. Hands up or "cold calling", silent work, pair and share ...etc.

End of lesson routines:

- End all lessons with a lesson review and review of specified learner behaviour.
- Reward students with positive learner behaviours on class charts in front of the whole class (3 per student per lesson).
- Pack away 5 minutes before the end.
- Get students to stand behind chairs.
- Ensure there is a staggered and structured dismissal.

## Student expectations

### Be GREAT and demonstrate LORIC behaviours by:

- Arriving to class on time.
- Arriving to your lesson in full uniform and with all equipment.
- Placing the equipment required for the lesson on your table.
- Sitting where your teacher tells you.
- Enter and complete the 'Prepare for Learning' task in silence.
- Not talking when someone else is addressing the class.
- Raising your hand if you would like to ask a question or contribute to class discussions.
- Joining in during lessons, respecting the views of others.
- Waiting until after class, or in a teacher meeting, to discuss any issue about behaviour or sanction with the teacher. There is to be absolutely no arguing in class.
- Staying on task during class activities.
- Not chewing gum anywhere in the school at any time.
- Not eating or drinking in lessons. Students may only drink water in lessons.
- Not eating outside.
- No drinking energy drinks.
- Following the school procedure for requesting and going to the toilet, which should only be in an absolute emergency, and you must have an 'out of lesson' pass.
- Not sitting on tables or desks or putting your feet on chairs.
- Tidying your work area and stand behind your chair until invited to leave.
- Following our GREAT values at all times.

### Responding to misbehaviour in the classroom

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

The following sanctions will be applied for misbehaviour during lessons:

- **Reminder issued**– All staff will immediately explain inappropriate behaviour to a student (privately where possible). The teacher reminds the student of what is expected and what the concerning behaviour is and check for understanding. The teacher checks that the student has understood. The teacher gives take up time before issuing a further consequence.
- **Second 'reminder'** - A student who once reminded fails to follow a class teacher's expectations will be issued with a second 'reminder'. The teacher will once again remind the student of what is

expected and what the student was doing wrong. The teacher will check for understanding and allow take up time before issuing a consequence.

- **Patrol support** – If the student continues to get it wrong after a second reminder but the teacher believes they are being accountable and can remain in the lesson and get it right they will request the support of an additional member of staff by pressing for patrol support. If the situation is restored and resolved quickly, this will result in the student going back into class. The student will be expected to attend the after school daily reflection for 30 minutes at the end of the day.
- **On called** – Removal from lesson is a serious sanction and will only be used for serious misbehaviour or if the issue cannot be resolved and the pupil is not being accountable. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. When removed the pupil will be placed in an alternative classroom of the same department (students with needs will be placed in Inclusion, the Resource Base or in another suitable and safe environment) to complete their classwork. They will remain there until the end of the lesson unless the pupil was removed for an extreme incident in which case they will be placed in our Reflection Room to complete their learning which is supervised by our Behaviour mentor. This will be recorded on class charts as an 'on call'. The student must then attend the daily reflection after school for one hour in which they review what went wrong and discuss strategies to prevent further removals in the future. Parents will be informed if their child was removed from a lesson, the teacher will call them.

Students can be kept for 60 minutes after school for being 'on called' from a lesson or for failing to attend the 30-minute reflection the previous day without communicating this with a member of their pastoral team. Pupils can be kept for 60 minutes without the school requesting permission from the parent. However, as a courtesy we will always endeavour to inform the parent before the end of the day if their child is expected to stay behind.

- **End of the day reflection-** If a student accumulates behaviour points during the day, or they are on called or needing patrol support they will be asked to remain behind at the end of the day to reflect on what went wrong and how they can improve for the following day. It is extremely important for all students to be able to reflect and review their learner behaviours as well as their academic progress. After school this will be no longer than 90 minutes and for this reason the school do not have to inform parents/carers in advance. This can also be completed with a class teacher if they'd like to issue a reflection themselves, all they need to do is inform the pastoral team that they are following up themselves.
- **SLT reflection-** If a pupil refuses to attend the end of the day reflection, the consequence will be escalated to an SLT reflection for 90 minutes. Failure to attend the SLT reflection will lead to a day in the Reflection Room.

When imposing an after-school reflection, the school will consider whether doing so would:

- Compromise the pupil's safety
  - Conflict with a medical appointment
  - Prevent the pupil from getting home safely
  - Interrupt the pupil's caring responsibilities
- **Reflection Room** – A student will be placed in the reflection room if they are 'on called' or 'patrolled' twice in a day, if they use sexist/homophobic/racist language, they display extremely poor behaviour or if they are involved in a conflict with another student/s or a member of staff. This will give them time to explain what happened, time to reflect on what went wrong and time

to restore any relationships that have been harmed and put them right so that everyone involved can go back into our school community and feel safe and ready to learn again.

- **External reflection** – We do everything we can to avoid a fixed term suspension but if a student fails to follow our rules and meet our expectations in our own reflection room then they will be placed at a nearby school to try and pass it there. A student may also be placed at a nearby school if there is a serious breach to the Behaviour for Learning Policy and we want to avoid a suspension or if they get things wrong in our reflection room/are in there more than 3 times. Students must attend this offsite reflection; it is a part of our policy. If they do not it will become an attendance issue. If a student refuses to attend, we will offer them one more opportunity to attend our reflection room and if they fail this, we will have no choice but to issue a suspension.
- **Fixed term suspension**– In extreme circumstances highlighted through the severe clause consideration will be given for a fixed term suspension. Suspensions are always a last resort and are for serious incidents such as dangerous physical behaviour, serious verbal abuse, persistent failure to adhere to our Behaviour for Learning Policy (see the severe clause section for more information). See our exclusions policy on our website for more detail.

If harm is caused within our school community between students, staff, members of the local community we expect students to restore the harm caused and take part in a restorative conversation/meeting.

**The following sanctions will be applied for inadequate work or Incomplete/inadequate home learning completion-**

- Inadequate work- if a pupil fails to complete the learning/classwork expected during a lesson the teacher will record this on class charts. This will lead to a 30 minute after school reflection.
- Missed home learning- if a student misses their home learning deadline, the teacher will log this on class charts and the student will be placed in a 30 minute after school reflection.
- If a student receives multiple inadequate work/ missed home learning logs in one day, their consequence will be increased to a one hour reflection, an SLT reflection or a day in the reflection room.

**Other Teacher/HoD actions to deal with misbehaviour/inadequate work within a subject area**

The classroom teacher is responsible for following up behavioural/work completion concerns with pupils in their subject. If concerns continue, then they should be escalated up to the HoD. Below are the actions which should be taken to deal with pupil disengagement/behaviour concerns in a department area:

- Ensure you have read the pupil passport (if they have one), make sure you are aware of their needs and you are using the personalised strategies in all lessons.
- Speak to the pupil at the end of lesson/after school/lunchtime to raise your concerns about their progress. Discuss what you can both do in future lessons to ensure they can make better progress in future lessons. Set and agree targets and strategies.
- Try a change of seating plan.
- ‘Buddy’ the pupil with another pupil who can support them in lessons by modelling the expected learner behaviours.
- Complete a cause for concern form if you think the pupil has undiagnosed needs which are yet to be identified.

- Contact the parent/carer and discuss your concerns with them. Parents/carers should always be contacted by the classroom teacher when a member of staff have had to remove a pupil from their lesson.
- Place the pupil on subject report. Inform parent/carer.
- Place the pupil on book monitoring intervention. This should involve the parent, pupil and teacher looking at the pupil book regularly, discussing previous learning, missed work/learning and agreeing how and when the pupil will catch up with anything they've missed.
- Meet with the parent/carer if all of the above fails to see an improvement. Set targets and agree future intervention/support.

Refer up to HoD who should then:

- Meet with the pupil, class teacher and your HoD to discuss concerns, strategies and support.
- Place the pupil on subject report to the HoD. Inform parent/carer.
- Place the pupil on book monitoring intervention. This should involve the parent, pupil and teacher looking at the pupil book regularly, discussing previous learning, missed work/learning and agreeing how and when the pupil will catch up with anything they've missed.
- Meet with the parent/carer, pupil and class teacher. Agree and set targets.
- Observe the lesson- give feedback to both pupil and teacher to support further improvements.
- If all of the above fails, then the HoD should refer the pupil to the Head of Year.

Following on from any serious incident whereby harm has been caused staff should organise a restorative meeting. This can be led by a member of the pastoral team or by the HoD. Record the issue/incident and the actions on the restorative meeting agreement form which should be scanned and kept on the pupil file.

All of the actions taken above should be recorded on the pupils' sims file and parents/carers should always be informed so they are also aware- the class teacher/HoD can log it themselves or they can scan it and ask the key stage admin support to log it on the pupil file.

## 8. Responding to behaviour- outside of lessons

### Rules for moving around the building.

- Walk purposefully, keep left, keep hands and feet to yourself and use indoor voice.
- Never be on the corridor during lesson without a pass. Never be on the corridor during lunchtime (unless you are going to a club but take care not to disturb the lessons going on).
- Mobile phones/headphones must not be seen or heard at any time otherwise they will be confiscated. A student may use a phone if a member of staff gives them permission to.
- Wear full school uniform at all times (coats/outdoor clothing must be removed before going upstairs).
- Be GREAT and always follow our school values.

## Toilets

For safeguarding reasons only one student is allowed in the cubicle at one time.

Students are never permitted to enter a toilet of the opposite sex (there are gender neutral toilets available for students who wish to use one).

Vaping/smoking is not permitted in school at any time.

## Sanctions

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. When giving one of the following behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

**Verbal reminder-** All staff will immediately draw a student's attention to any inappropriate behaviour. A verbal warning is issued, only once, and failing to heed it will escalate the situation to the next level.

**Behaviour point awarded** - Any member of staff seeing the above rules being broken will instruct the student involved to stop and then issue a behaviour point for the negative behaviour on Class Charts. The student will then be asked to reflect on what went wrong to try and ensure they don't make the same mistake again. The pupil will be placed in a lunch time reflection with their Pastoral Leader.

**End of the day/ lunchtime reflection-** If a student accumulates behaviour points during the day, or they are not meeting our expectations outside of the classroom they will be asked to remain in reflection at lunchtime or the end of the day to reflect on what went wrong and how they can improve for the following day. It is extremely important for all students to be able to reflect and review their behaviours. After school this will be no longer than 90 minutes and for this reason the school do not have to inform parents/carers in advance.

Pupils who are repeatedly late will also be placed in a lunchtime or after school reflection with the pastoral team who will work with the pupil to discuss strategies to prevent further lateness in the future.

When imposing an after-school reflection, the school will consider whether doing so would:

- o Compromise the pupil's safety
- o Conflict with a medical appointment
- o Prevent the pupil from getting home safely
- o Interrupt the pupil's caring responsibilities

**Restorative meetings/contracts-**The school is committed to the prompt resolution of behaviour issues in order to avoid any interruption to learning. We work restoratively with staff, pupils and our whole community when harm has been caused. This may require pupils to remain behind to meet with other pupils or teachers after the official end to the school day. This allows everyone to reflect on what has gone wrong and how the issue can be resolved. If students refuse to work restoratively, we ask that they complete a behaviour contract to ensure that a repeat of the unwanted behaviour doesn't occur.

**Letter or phone call home to parents-** this will always happen if a pupil has been involved in an incident to ensure the school and home can discuss the incident, agree consequences and then take action and work together to ensure the behaviour is not repeated in the future.

**Behaviour contract-** A student who fails to adhere to our BFL Policy will be asked to sign a behaviour contract which states that the behaviour of concern is no longer displayed. Failure to adhere to our expectations will lead to more serious consequences.

**Report- There is a flow chart explaining when a student should be placed on report, who to and who they will escalate to if they fail.** SLT, Heads of Department, Heads of Year, Class Teachers and tutors may all use an appropriate report to monitor a specific concern with a student and to support appropriate conduct.

When a student is placed on report the following is required:

- Statement of the behaviour or academic issue being addressed.
- Clearly stated targets for the student to achieve.
- Strategies for staff to implement with the student to support improvement.
- Parents and class teachers are informed.

Whoever places a student on report must ensure that parents are notified, the reason for the report is explained and what role they need to play in the process. HOYs will be consulted before any student is placed on any level of report.

**Community Service** – For any act of damage or vandalism to the school or poor behaviour in the local community, students will be required to do community service under the supervision of the Site/pastoral Team.

**Reflection room** - Students who refuse to wear the correct uniform, come to school without a school bag, without school shoes, refuse to remove false nails/ fake eye lashes, refuse to meet our jewellery expectations or any other BFL expectations will be placed in the reflection room until the issue is resolved.

Pupils have demonstrated extremely poor and/or dangerous behaviour around the building will be placed in the reflection room. This will give them time to inform us of what happened, time to reflect on what went wrong and time to restore any relationships that have been harmed and put them right so that everyone involved can go back into our school community and feel safe and ready to learn again.

**SLT daily reflection-** A pupil may be requested to spend the day with a member of the Senior Leadership team if we think this would be more successful than the pupil being placed in the Reflection Room. The purpose of this is for the SLT link to get to know the student, help them to reflect on their strengths and how they can improve to ensure they do not need to be isolated from lessons again in the future.

**External reflection** – We do everything we can to avoid a fixed term suspension but if a student fails to follow our rules and meet our expectations in our own reflection room or they are placed in our reflection room on too many occasions and fail to make improvements then they will be placed at a nearby school to try and pass it there. A student may also be placed at a nearby school if there is a serious breach to the Behaviour for Learning Policy and we want to avoid a suspension.

**Fixed term suspension** - In extreme circumstances highlighted through the severe clause consideration will be given for a fixed term suspension. Suspensions are always a last resort and are for serious incidents such as dangerous physical behaviour, serious verbal abuse, persistent failure to adhere to our Behaviour for Learning Policy (see the severe clause section for more information. Please refer to our exclusions policy on our website for more details.

**Suspension prevention meetings-**If a student is repeatedly suspended, we organise a meeting between the student, parent/carer, Headteacher/Deputy Head and the school governor. The purpose of this meeting is to discuss

**Managed move/placement at an alternative provision-**if a student is suspended or placed in the reflection room for repeatedly failing to meet our expectations and displaying poor behaviour, we will offer alternatives and do everything we can to prevent issuing a permanent exclusion from the school. We can offer students a new start in a new school if a managed move becomes available or we can pay for them to attend an alternative placement such as Abbey Manor, the Lewisham Young Women's Hub or another Lewisham provision which gives them additional support.

**Pastoral/Behaviour Support Plan-** If a pupil is repeatedly being placed in the Reflection Room, being suspended or is persistently failing to meet our expectations they will be placed on a Pastoral Support Plan. The purpose of this plan is to set agreed targets, agree what support and interventions are being put in place by the school to support the pupil to improve. The pupil, parent and school met regularly whilst the pupil in on the plan in order to support the pupil to improve.

**Behaviour Panel meeting-** If a pupil is repeatedly being placed in the Reflection Room, being suspended or is persistently failing to meet our expectations they will be invited to a meeting with the Headteacher and the Chair of Governor's. The purpose of this meeting will be to review the pupil's behaviour record, review what support and intervention has been provided by the school and to discuss what needs to happen next to ensure the pupil improves. If they return to lessons following on from this meeting the pupil will go on report to the Headteacher for a minimum of 4 weeks. During this meeting the pupil and parent/carer will also be offered a managed move or an alternative placement.

**Permanent exclusion-** If a student puts the safety and wellbeing of others at risk, they persistently fail to adhere to our Behaviour for Learning Policy despite the highest level of support and intervention and/or they cause significant harm to others then their place in our school will be reviewed.

### **Expectations outside the school**

Pupils are expected to be responsible citizens of the local community and good representatives of Deptford Green School. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- 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 pupil of our school.

Pupils should always:

- Use appropriate and respectful language when outside the school.
- Always behave in a way that projects a positive image of you and of the school.
- Keep the neighbourhood free of litter. Students should put all wrappers, paper, cans, etc. in rubbish bins.
- Treat the journey to and from the school as part of the school day.
- Use appropriate manners at bus stops and on public transportation.

- Always be kind and respectful. Bullying of other students (including cyber-bullying) outside school, including holidays, will be treated as a school matter.
- Students are expected to leave school and go directly home. Off Fordham Park by 3.20 and the local shops by 3.30. Students not in a club should be clear of the shops and either waiting for or already on a bus to go home.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## 9. Responding to behaviour from pupils with SEND

### Recognising the impact of SEND on behaviour

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Below are some examples of how we anticipate and remove triggers of misbehaviour.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.

- o Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- o Training for staff in understanding conditions such as autism.
- o Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.
- o Time out cards.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- o Whether the pupil was unable to understand the rule or instruction?
- o Whether the pupil was unable to act differently at the time as a result of their SEND?
- o Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil 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 pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils 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.

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

## **10. Mobile phones**

We understand that pupils will have their mobile devices with them in school, but they must not be seen or heard throughout the day unless a member of staff has given you permission. The school cannot accept responsibility for any mobile device brought on to the school premises and in possession of a student. If a mobile phone or Air pods and headphones are either seen or heard, they will be confiscated immediately, stored in a safe and returned to the student at the end of the day. If a student either initially refuses to hand over their phone or their phone is confiscated for a second time, the parent/carer will be asked to collect the confiscated item. If this is not possible then the parent/carer and the school will agree an alternative consequence.

If a pupil has their mobile phone/headphones taken from them repeatedly they will be expected to hand the device in at the start of each day and collect, it at the end of each day for a length of time agreed by the parent and the school alternatively the parent/carer can agree that the device will be left at home.

## 11. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral 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 on our website.

## 12. Support and intervention

At Deptford Green School we recognise that its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

The school's Deputy Headteacher (I/c of behaviour and our DSL), the Head of Inclusion and special educational needs co-ordinator will evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Heads of Year, the Head of Inclusion and members of the Senior Leadership Team continually monitor and analyse behaviour for learning data. Students who persistently fail to meet our policy expectations are given support and interventions to modify their behaviour over time. Examples of some of the additional support we offer are below.

- Reintegration meetings following every reflection or suspension or serious incident.
- A report card to tutor/class teacher/HoD/Pastoral Leader/ SLT/ HoY with personalised behaviour goals
- Pastoral interventions
- Shadowing an older student to observe outstanding Learner behaviours
- Placement in a younger year group to be a leader and observe learner behaviours of younger pupils.
- Work experience with the admin/site/canteen team or with a department such as PE.

- Inclusion Support.
- Behaviour mentor support.
- Place2be or Mental Health Support Team sessions.
- Outreach Inclusion Support .
- In class support from teaching assistants.
- Multi agency assessments.
- Educational Psychologist assessments.
- Other SEND assessments such as Speech and Language.
- Pastoral Support plans.
- Behaviour support plan.
- A managed move to another school.
- Alternative provision placements.

The provision and outcomes of this are reviewed regularly with parents. Where there is no impact from interventions and support the provision of the student is reviewed. This review may include a managed move, a placement at an alternative provider or a permanent exclusion.

We also have peer support for younger students. Our Restorative Peer Mediators are available before school and at lunchtime for younger students. They have had training in restorative justice and can deal with minor conflicts between younger children.

## 13. Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil 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 and reported to parents (see appendix 3 for a behaviour log).

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

## 14. Searching, screening and confiscation

Any prohibited items (listed in section 4) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 15. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## 16. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. We have a Safer Schools Community Police Officer (PC Gary Arterton) who works closely with our school supporting us, our pupils and their families.

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, either the headteacher, a member of the senior leadership team or the pastoral lead 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, as long as 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.

The school will not tolerate any acts of violence or physical aggression. In any incident involving physical violence, a record will be kept in the file of the victim as well as in the file of the perpetrator. The victim's parents will be informed of the steps taken to deal with the matter. Where appropriate the Headteacher may refer the use of physical violence to the police. Where both parties are held to be culpable, a note of the incident and the action taken will be recorded in both files. Normally all parties involved in a physical altercation will receive the same sanction, namely reflection or suspension. Extreme use of violence, repeated use of violence or the threat, or carrying/ use of any offensive weapon, will result in permanent exclusion. This applies to incidents on the journey to or from school or on social media.

### **Severe clause**

Any of the following behaviours will be immediately referred to a member of the SLT and parents will be contacted immediately.

- Use of threatening or violent behaviour or endangering the safety of others.
- Verbal or physical abuse of a member of staff.
- Damage to the school premises.

- Suspicion of use or possession of drugs, vapes, drug paraphernalia, alcohol or any other illegal substance.
- Suspicion of possession of an offensive weapon or an object that can cause serious harm such as a firework or pellet gun.
- Use of “sexualised” language/behaviour or sexual harassment in school and/or social media.
- Use of media/communication intended to encourage anti-social or threatening behaviour.

Students will be immediately placed in the reflection room until an investigation can be carried out. If confirmed, any of the above may lead to suspension or permanent exclusion.

## 17. Zero-tolerance approach to sexual harassment and sexual violence

We want everyone to feel included, respected and safe in our school. We will not tolerate any types of abuse, which includes name-calling and sexist comments. All staff and pupils are encouraged and trained to maintain the attitude that ‘it could happen here’. They are trained to be alert and vigilant, recognise the indicators and take action by reporting concerns (no matter how small).

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. The response and actions taken by the school will depend on the wishes of the victim, the nature of the incident, the ages of the children involved, the ongoing risks and all other related issues and wider context. Our response will be:

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

**Sexist comments** are those which discriminate based on sex, particularly against women.

**Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

**Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting

**Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).

All staff and pupils are encouraged to call out and/or report this behaviour. We deliver this message through assemblies, tutor sessions and through our RSHE curriculum. Pupils are taught what healthy and respectful behaviour towards one another looks like, they are taught about consent and respectful behaviours.

We will consider all reports on a case-by-case basis but all reports of sexism, sexist comments, sexual harassment, or sexual violence will be taken extremely seriously. All staff know that they must listen to and reassure the victim, they know what victim blaming is and they will ensure that it does not happen in our school. Appropriate intervention and support will be in place for the people/person who was affected by any of the behaviours above and the person who instigated it.

The school has procedures in place to respond to any allegations or concerns relating to a pupil's safety and wellbeing. If pupils make inappropriate sexist comments or are involved in an incident of sexual

harassment or sexual violence we will take one of the following actions depending on the context and severity of the incident:

- Ask them to apologise to anyone the comment was directed at.
- Give them a verbal warning.
- Write a letter, make a phone call or organise a meeting with the parents.
- Ask the student to do community service to pay back.
- Support and educate them to improve their behaviour and learn from mistakes.
- Monitor their behaviour for any recurrence.
- Use the reflection room to isolate them until restorative work can take place.
- Issue a Fixed Term suspension or a permanent exclusion in the most serious of incidents.
- Escalate the sanction if the pupil refuses to apologise in the first instance -inform parents, deliver targeted pastoral interventions and educate them further until they understand why their behaviour is not acceptable.
- Offer counselling and/or pastoral support and intervention for the person/people affected and the person who instigated the behaviour.
- Complete a safety a safety plan with the person who instigated the behaviour and their parents/carers.
- Make an immediate needs and risk assessment to ensure all students involved feel safe and protected.
- Consider outreach programmes if appropriate.
- Make a referral to Early Help, the Police, Children’s Social care and/or other local safeguarding providers and external agencies to access specialist services.

The person/people who instigated the behaviour and the people/person affected by it will both be offered intervention and support. We will deal with each incident in a case-by-case basis in one of the following four ways; manage it internally, request early help, refer to social care and/or report to the police.

Please refer to our child protection and safeguarding policy for more information on our website.

## 18. Malicious allegations

Where a pupil 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 discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and our policy for allegations against staff (on our website) for more information on responding to allegations of abuse against staff or other pupils.

## 19. Pupil transitions

### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year and to ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.

## 20. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Our inclusion, pastoral and Senior Leadership teams are also offered training on physical restraint.

Behaviour management will also form part of continuing professional development. Identified members of staff will receive bespoke support and training in this area if it is identified as an area needing development. Staff can opt to do a 'ward round' so that they can observe others and look at best practice. Staff are offered support from Middle and Senior Leaders if they are having difficulties with particular classes or students.

## 21. Monitoring arrangements

### **Monitoring and evaluating school behaviour**

The school will collect data on the following:

- o Behavioural incidents, including removal from the classroom.
- o Attendance, permanent exclusion and suspension.
- o Use of pupil support units, off-site directions and managed moves.
- o Incidents of searching, screening and confiscation.
- o Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed every half term by Emily Stanghon (Acting Deputy Headteacher who leads on Behaviour and is also the DSL).

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

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

- o 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.

### **Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and the School and Community Governors Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

The written statement of behaviour principles (appendix 1) will also be reviewed and approved by the School and Community Governors Committee the annually.

## **22. Links to other policies**

This behaviour policy is linked to the following policies which can be found on our website [Deptford Green School - Policies](#):

- Exclusions policy.
- Child Protection and Safeguarding policy.
- SEND policy.
- Teaching and learning policy.
- Equality policy.
- Anti-bullying policy.

## **23. Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by Emily Stanghon (Assistant Head teacher) and the School and Community Committee annually.

## 24. Appendix 2: Uniform Policy

### Rationale

At Deptford Green School we encourage and celebrate individuality, cultural differences, and acceptance for all. An example of this is our school uniform, which was chosen by our school council and is an important part of creating a school identity in which we all can take pride. The uniform is the public face of the school and acts as both a unifying element and a point of recognition of our school and the wider community, at the same time preparing our students for life away from the school by learning the importance of developing a sense of self. By wearing the full school uniform, students at Deptford Green School demonstrate, visually, that they belong to the school community. Their uniform is a symbol of equality, identity and allegiance to our school, our aims and vision.

### Expectations

- Every member of the school community should be clear about the uniform requirements and fully committed to operating within this policy.
- Every student has a responsibility to wear the full school uniform, at all times, when the school is in session, and on their journey to and from school.
- Every parent/carer has a responsibility to ensure that their child has a full school uniform and wears it correctly each day.
- Every member of staff has a responsibility to check students' uniforms, intervening in the case of any infringement, and ensuring that it is rectified.
- Any student who fails to adhere to our school uniform policy without good reason may either receive a sanction, be sent home or placed with a member of the pastoral team until parents/guardians have been contacted.

### Key tips for Parents

- Help your child by creating a routine to ensure they are equipped and ready for school everyday.
- Learn the uniform requirements and equipment requirements.
- Make sure when they leave you in the morning they are dressed correctly and smartly.
- Make sure your child's name is printed in all items of uniform.
- Encourage them to change out of their uniform straight after school.
- Make sure everything is clean and ready to put on each evening.
- Make sure that a full PE kit is taken to school the day it is needed.

### Uniform Supplier

Deptford Green School has three uniform suppliers: Bailwood (246 Lewisham High St, London SE13 6JU - <https://www.bailwood.co.uk/>), Wearabouts Schoolwear (99 Sydenham Road, SE26 5UA) and White Hall Clothiers (77 Camberwell Road, SE5 0EZ). Those items marked with an asterisk (\*) below may ONLY be purchased from the supplier and may not be replicated by high street brands or home-made products. Parents/carers must ensure that they have purchased the relevant asterisked items for their child, from the school, prior to their start at the school.

All items of clothing should be clearly labelled with the student's full name.

Below is a list please ensure you check this list when purchasing uniform for accuracy.

### School uniform

- \*Blazer or jumper - A black suit style jacket with small Deptford Green logo
- Trousers/tailored shorts - These must be black
- Skirt – This must be black
- Shirt - White shirt (not fitted blouses, PE type or denim)
- \*Tie- the colour will depend on the year group.
 

Colours for 2024/25	Year 7	Light Blue
	Year 8	Dark Blue
	Year 9	Green
	Year 10	Red
	Year 11	Purple
- Shoes/trainers/boots – Plain black full shoes or boots or trainers.

### Summer Uniform

The Headteacher will notify parents when pupils are able to wear summer uniform which consists of:

- \*A white school polo shirt with the school logo embroidered onto it. Students must only wear the official polo shirt.
- \*A school sleeveless jumper with a plain white shirt underneath and tie underneath.
- Students who wear the summer uniform do not have to have a blazer/jumper with them. However, if they are cold in school then they should only cover the polo shirt with a school blazer or a school jumper.
- For all of the other items (skirts, trousers, shoes, bags etc) the expectations are the same as above.

### PE uniform

The PE Uniform comprises of:

- \*Black polo T-shirt with school logo.
- Plain black shorts or jogging bottoms.
- Trainers (which must not be worn until the PE lesson begins).
- \*Sweater- black round neck sweater with the school logo. Optional for winter.

PE kit is only permitted in PE lessons. If a student is injured, fasting or unable to participate they should still bring kit and they will take up another role within the lesson such as umpire or coach.

### **Further details**

- A rucksack or sports bag with a zip is required- this must be big enough to carry all of a student's books, equipment and PE kit when required.
- No hoodies are allowed to be worn in school at any time. No headwear such as caps/hats/ bandana's allowed at any time unless for religious reasons.
- Students are allowed to wear a maximum of two studs in each ear.
- Students are permitted to wear a nose stud only. No other piercings are allowed due to health and safety during practical subjects.
- My hair my rules- there are no restrictions on hair length or colour.
- Make-up must be kept to a minimum.
- False/acrylic nails are also not allowed due to health and safety during practical subjects.
- Long fake eye lashes/eye lash extension are not allowed.
- Outdoor clothing should be removed immediately upon entering the classroom on the ground floor or before leaving the ground floor.
- Sunglasses are not permitted in school including on top of the head.

### **Equipment**

Students must have blue or black pens, a green pen, pencil, eraser and ruler, and mathematical equipment. A reading book must be carried by all students.

### **Personal property**

The school does not take responsibility for personal equipment brought onto site – e.g. mobile phones, smart watches, iPod and bikes. In PE lessons there is a system for collecting valuables that must be followed.

The school is not insured for the loss or damage of students' belongings. Parents are advised to ensure that any items of value brought to school are covered by their own insurance policy.

## 25. Appendix 3: Home school agreement

 <b>DEPTFORD GREEN</b> <b>HOME SCHOOL AGREEMENT</b>		
	<p><b>Staff at Deptford Green will:</b></p> <ul style="list-style-type: none"> <li>✦ Provide a learning environment which is safe, stimulating and caring.</li> <li>✦ Ensure that each student has the opportunity, support and guidance to achieve their full potential.</li> <li>✦ Have the highest expectations of each student in terms of attainment, progress and behaviour.</li> <li>✦ Observe students being good and use the reward system consistently.</li> <li>✦ Apply the Behaviour For Learning policy consistently and apply sanctions when students do not meet our expectations.</li> <li>✦ Contact you if there is a problem with attendance, punctuality, engagement or academic progress.</li> <li>✦ Set, feedback and monitor independent learning and provide facilities for your child to do homework/revision.</li> <li>✦ Ensure that students experience excellent teaching and learning and that they are actively engaged in their learning.</li> <li>✦ Monitor and report on student progress and put interventions in place, if required.</li> <li>✦ Praise and recognise students' achievement and progress.</li> <li>✦ Support Deptford Green School policies including the Equal Opportunities Policy, BfL and Safeguarding Policy.</li> <li>✦ Know and uphold the school's GREAT values.</li> </ul> <p>Name (PRINT) .....</p> <p>Signed: .....</p> <p>Date: .....</p>	<p><b>Parents'/Carers' Responsibilities</b></p> <p>I/we will:</p> <ul style="list-style-type: none"> <li>✦ Make sure that my child attends school in correct uniform, on time and is equipped for learning at all times.</li> <li>✦ Inform the school if my child is unable to attend school.</li> <li>✦ Support my child with completing independent learning/revision to a high standard.</li> <li>✦ Make the school aware of any concerns or problems that might affect my/our child's work or behaviour.</li> <li>✦ Download and monitor Class Charts and speak to my child at the end of each day about their engagement and learning.</li> <li>✦ Encourage my child to attend extra-curricular opportunities provided by the school.</li> <li>✦ Support the school's policies and guidelines for uniform, engagement, behaviour and equal opportunities. Ensure my child attends any reflections they are given.</li> <li>✦ Support the school's internet policy and encourage positive and safe internet use, including social media.</li> <li>✦ Give permission for my child to go on educational trips and visits during the school day, including photographic permission.</li> <li>✦ Attend all parents' meetings and events.</li> <li>✦ Read and respond to all school communications.</li> <li>✦ Ensure my child understands and adheres to the school's mobile phone policy.</li> <li>✦ Go through every school report with my child and set them targets to improve.</li> <li>✦ Ensure my child goes straight home after leaving school grounds.</li> </ul> <p>Name (PRINT) .....</p> <p>Signed: .....</p> <p>Date: .....</p>
<p><b>Student Responsibilities</b></p> <p>I will:</p> <ul style="list-style-type: none"> <li>✦ Follow all instructions immediately.</li> <li>✦ Attend Deptford Green every day, on time, in full uniform and equipped for learning (with a reading book at all times).</li> <li>✦ Be respectful, kind and accepting of everyone in the school and local community. Ensure that when dismissed I leave school immediately and the local community by no later than 15:30.</li> <li>✦ Strive to achieve my best in all that I do and challenge myself to improve.</li> <li>✦ Complete my independent learning/revision on time and to the best of my ability.</li> <li>✦ Tell a member of staff if I have any concerns or any potential conflicts.</li> <li>✦ Follow Deptford Green's Behaviour for Learning Policy at all times, attend after school reflections when requested to do so.</li> <li>✦ Respect Deptford Green's environment and buildings.</li> <li>✦ Do not bring any harmful items into school.</li> <li>✦ Behave responsibly and safely on the way to and from Deptford Green School.</li> <li>✦ Follow Deptford Green's internet and mobile phone policy and do not use any social media in a negative way.</li> <li>✦ Know and uphold the school's GREAT values.</li> <li>✦ Work hard to earn LORC points and continuously improve my learning behaviours.</li> <li>✦ Be an active participant in my schooling and attend at least one extra-curricular activity every week.</li> </ul> <p>Name (PRINT) .....</p> <p>Signed: .....</p>		

## 26. Appendix 4: BFL posters



### Deptford Green- Lesson expectations



**1.**

Arrive fully equipped to learn.



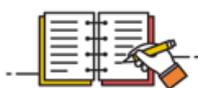
**2.**

Follow all instructions immediately.



**3.**

Always complete your work to the best of your ability.



**4.**

Be GREAT and always follow our school values.



### Deptford Green- Corridor expectations



**1.**

Walk purposefully, keep left, keep hands and feet to yourself and use indoor voice.



**2.**

Never be on the corridor during lesson without a pass. Never be on the corridor during lunchtime.



**3.**

Mobile phones/headphones must not be seen or heard at any time otherwise they will be confiscated.



**4.**

Wear full school uniform at all times (coats/outdoor clothing must be removed before going upstairs).



**5.**

Be GREAT and always follow our school values.



# LORIC

Building character, being a GREAT Deptford Green learner

LEADERSHIP	ORGANISATION	RESILIENCE	INDEPENDENCE	COMMUNICATION
<ul style="list-style-type: none"> <li>I fully engage and participate in activities and lead my peers during group activities.</li> <li>I consistently demonstrate positive learning behaviours and encourage my peers to do the same.</li> <li>I am a positive role model for my peers as well as younger students.</li> <li>I model excellent oral communication and written work.</li> <li>I actively help my peers when they need support.</li> </ul>	<ul style="list-style-type: none"> <li>I am punctual, organised and fully equipped for every lesson.</li> <li>My presentation is exemplary. I take pride in my work and follow the rules of presentation in my exercise books.</li> <li>I organise my own equipment/resources to support my learning/development.</li> <li>I complete home learning on time and ensure it is of a good standard.</li> <li>I develop strategies to support retention and retrieval of information.</li> </ul>	<ul style="list-style-type: none"> <li>I work hard and try my best for the full duration of the lesson.</li> <li>I develop a solution focused mind-set when faced with a problem.</li> <li>I identify and use an appropriate strategy when faced with a challenge.</li> <li>I deal with any issues that may arise, quickly, so that I can focus on my learning.</li> <li>I set achievable targets and then meet them.</li> </ul>	<ul style="list-style-type: none"> <li>I use my initiative in class.</li> <li>I challenge myself to complete learning on my own before asking for help.</li> <li>I always respond to feedback in detail and make an effort to improve next time.</li> <li>I complete my home learning on time and to a good standard.</li> <li>I support my in class learning by regularly revisiting past topics.</li> <li>I read books independently at home.</li> <li>I catch up on lessons that I have missed by asking my peers or teacher.</li> <li>I support my in class learning and progress by regularly revisiting topics.</li> </ul>	<ul style="list-style-type: none"> <li>I articulate and communicate appropriately. I respond quickly to instructions given.</li> <li>I use subject specific language.</li> <li>I am committed to extending my vocabulary, ensuring that it is adventurous, specific and sophisticated.</li> <li>I support others by sharing what I know/understand.</li> <li>I actively listen to my teachers and peers and communicate if I am finding something difficult.</li> </ul>

 <span style="font-size: 1.5em; font-weight: bold;">Values @ DG-Are you GREAT today?</span>		
	Staff will...	Students will...
Growth	<ul style="list-style-type: none"> <li>Reward great effort not just results.</li> <li>Reflect on each lesson and continuously try to improve.</li> <li>Try new techniques and strategies to develop practice.</li> </ul>	<ul style="list-style-type: none"> <li>Not give up when work is challenging.</li> <li>Encourage others to do well and celebrate when they do.</li> <li>Embrace feedback and always strive to respond to a high standard.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Not raise their voices to individuals.</li> <li>Listen and understand students' point of view.</li> <li>Model the use of good manners.</li> </ul>	<ul style="list-style-type: none"> <li>Look after the school building and the local community.</li> <li>Speak to others how they wish to be spoken to.</li> <li>Treat EVERYONE in our school community with respect.</li> </ul>
Equality	<ul style="list-style-type: none"> <li>Plan diversity into their curriculum.</li> <li>Treat all students the same regardless of individual differences.</li> <li>Celebrate the individuality of others.</li> <li>Create BRAVE spaces in their classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Not use negative or derogatory language.</li> <li>Be brave and challenge any behaviour that threatens equality.</li> <li>Accept and celebrate everyone in our school community regardless of any individual differences.</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>Assume responsibility for classroom behaviour and ensure appropriate follow up has been taken.</li> <li>Accept when they have made mistakes.</li> <li>Be committed to planning and delivering the best lessons they can, every day.</li> </ul>	<ul style="list-style-type: none"> <li>Take charge of their learning both in school and at home.</li> <li>Take responsibility for their behaviour in class, around school and in the local community.</li> <li>Take advantage of many opportunities to develop themselves through enrichment and leadership as possible.</li> </ul>
Togetherness	<ul style="list-style-type: none"> <li>Contribute toward trips and community events.</li> <li>Have an open door policy, sharing thinking and techniques with others.</li> <li>Support other staff and students in times of need as well as celebrating their successes.</li> </ul>	<ul style="list-style-type: none"> <li>Always help and support others.</li> <li>Encourage others to do the right thing.</li> <li>Work as part of a team not just with their friends.</li> </ul>

## Deptford Green- Behaviour for Learning Flow Chart

