

Behaviour For Learning Statement and Policy

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Behaviour For Learning Policy

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1. Behaviour for Learning Principles and aims of policy

All members of the school community have the right to 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 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:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

2. Roles and Responsibilities

- Staff including teachers and support staff, are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have a key role in implementing this policy consistently.
- It is always to remember that all staff are expected to model excellent behaviour, and sanctions should be used as part of the learning process.
- All staff are on duty at all times; it is never acceptable for any adult employed in the school to ignore inappropriate behaviour.
- All staff are responsible for recording achievement, effort and behaviour. These will be logged on the student file and held on SIMS.
- Students are expected to take responsibility for their own behaviour, to enable staff to teach and promote learning without interruption or harassment. They will be made fully aware of the school

policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported and as far as is reasonable, support fellow students.

- The Senior Leadership Team will be responsible for ensuring the implementation and day-to-day management of the policy and procedures. The Senior Leadership Team will monitor the effectiveness of all Behaviour for Learning strategies, along with the policy. The Senior Leadership Team will oversee support for staff faced with challenging behaviour.
- Parents, guardians and carers will take responsibility for the behaviour of their child both inside and outside the school. The school values a close relationship with parents and they will be encouraged to work in partnership with the school, to assist in maintaining high standards of behaviour. Parents will have the opportunity to raise with the school any issues arising from the operation of the policy.
- The Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and that the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

3. 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](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require 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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

4. Learner Behaviour and expectations

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, Initiative and Communication. The learner behaviours were agreed with student leaders when this policy was first written in 2018. 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.

Initiative – 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, use subject specific vocabulary and share and exchange information, news and ideas effectively.

We also promote strong values in our students. We want all students to make a positive contribution to our school and local community. Our values are kindness, respect and not causing harm to others and community. We should:

- help every student, and every member of staff, to achieve more than they ever thought possible, regardless of their starting points.
- be a community of excellence where we hold high expectations for success in ourselves and in others.
- foster an environment where individuals take responsibility for themselves and show respect for others as part of a healthy and safe community.
- value and embrace the fact that we are all different and show tolerance for the beliefs, faiths and opinions of others.
- prepare students for successful and fulfilling adult lives by giving them opportunities to experience work, volunteering and to participate in their community.
- help our students to develop into articulate, confident, courteous and considerate citizens .
- promote a love of learning by high quality and engaging teaching which delivers great learning outcomes.
- Celebrate the varied achievements of all students and all members of staff .

5. 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 points.
- Good news postcards.
- Letters/calls/emails home.
- Bronze, silver, gold and platinum LORIC and effort certificates and letters home.
- 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.
- Special, invitation-only, activities for students who are meeting behaviour and work expectations including trips and special events.

6. Behaviour Management – In lessons

Rules for the classroom

- Follow all instructions immediately.
- Arrive fully equipped to learn.
- Always complete work to the best of your ability.
- Treat others with respect at all times.

Classroom-teacher routines

Start of lesson routines:

- Meet and greet students at class door and ensure students enter calmly.
- Ensure all coats are removed before entering the room (this should already have happened unless the student is entering a lesson on the ground floor).
- Enforce the seating plan that should have been carefully considered.
- Ensure students have a starter activity to complete.
- Check uniform and equipment- give a behaviour point on Class charts if a student is not organised.
- Complete register and introduce the lesson objective and learner behaviour focus.
- Record any arrival after 5 minutes as LATE on sims. Allow the student into the classroom immediately for safeguarding reasons, speak to the student at an appropriate time re the importance of being punctual to lessons.

In lesson routines:

- When silence is required, you will request it and count back from 5.
- Give instructions with visible compliance and scan for compliance.
- “Track the speaker” for specific talk activities.
- 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.
- Pack away 5 minutes before the end.
- Get students to stand behind chairs.
- Ensure there is a structured dismissal.

Student expectations

- Arrive to class on time.
- Arrive to your lesson in full uniform with your coat removed.
- Sit where your teacher tells you.
- Enter the classroom room on teacher request.
- Take out the necessary equipment for learning immediately.
- Complete the 'starter' task.
- Do not talk when someone else is addressing the class.
- Raise your hand if you would like to ask a question or contribute to class discussions.
- Join in during lessons, respecting the views of others.
- Wait 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.
- Stay on task during class activities.
- No chewing gum or eating in lessons. Students may only drink water in lessons.
- Follow the school procedure for requesting and going to the toilet.
- No sitting on tables or desks or putting your feet on chairs.
- Mobile 'phones and headphones must be switched off and not visible.
- Tidy your work area and stand behind your chair until invited to leave.

Sanctions

For any student who does not abide by these rules, and as a consequence disrupts the learning of the class, the following sanctions will be applied:

- **Warning** – All staff will immediately draw a student's attention to any inappropriate behaviour. A warning is issued, only once, and failing to heed it will escalate the situation to the next level. Take up time should be allowed before issuing a consequence.
- **Isolation within the classroom** - A student who fails to follow a class teacher's warning will be moved to sit in another place within the classroom. Take up time should be allowed before issuing a consequence. This action will lead to a short reflection time (no more than 15 minutes) at the end of the day.
- **On called** – A student who continues to behave inappropriately and fails to follow instructions once on the isolation desk will be removed from the class. The class teacher emails for patrol and the student is placed in another lesson to learn. The teacher records the parking on class charts. The student must then attend a weekly reflection time with their Head of Year in which they review what went wrong and discuss strategies to prevent further removals in the future. The parent is informed at the end of the day that their child was removed from the lesson.

Note: staff do not need to warn or isolate students if they display extremely poor or unsafe behaviour.

- **End of the day reflection** - If a student accumulates several behaviour points during the day 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. This will be no longer than 30 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.
- **Senior Leader reflection** – Any student who accumulates a high number of behaviour points will be placed in the Senior Leader reflection for 60 minutes on a Friday. Parents will be informed of this via an email. The purpose of this is to have time with a Senior Leader to reflect on the week, discuss what went wrong and how they can do better the following week.
- **Reflection Room** – A student will be placed in the reflection room if they are on called twice in a day, if 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 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.
- **Head of Dept/Head of Faculty sessions**- home learning and inadequate work follow up. This will take place weekly and will be led by the HoD or Hof. Students will remain behind until missing work is completed.
- **Suspension** – In extreme circumstances highlighted through the severe clause consideration will be given for a suspension. This is used as a last resort.

7. Behaviour Management – Outside of lessons

Rules for moving around the building.

- Move about the building in a calm, purposeful and orderly manner, keeping left at all times.
- Wear full school uniform at all times.
- Mobile phones and headphones must not be seen or heard on the school premises at any time during the school day; if seen they'll be confiscated. Parents will need to collect them if it is a student second confiscation or more.
- Treat all other members of the school community with dignity and respect.

Student expectations

- Respect other students, their work and belongings.
- Move around the building in a calm, purposeful and orderly manner. Keep left.
- No eating or drinking on corridors. Only water is permitted outside of the canteen.
- Follow the uniform policy at all times.
- Keep the school clean and tidy.
- Do not take part in any gambling or 'money up' games at any time, or in selling to other students.
- Be where expected (no wandering around the building).
- Follow the school protocol for appropriate behaviour in assemblies and in the dining hall.
- Be respectful to all teachers and staff, including all visitors.

- Use appropriate language - no swearing.

Sanctions

For any student who does not abide by the school rules and, as a consequence, undermines our ethos, the following sanctions will be applied:

Verbal warning- 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 at the end of the day with the pastoral team.

End of the day reflection- see above

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.

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 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. If a student has SEND or additional needs, we will make reasonable adjustments to ensure they can successfully pass their reflection, this will include breaks from the reflection room, or a student being placed in the Sanctuary to complete their reflection day.

Referral to complete a reflection at another school- If a student fails to meet our expectations in our reflection room, then it will lead to a suspension from school or a referral to complete the reflection at a school nearby. On return to Deptford Green School the student will need to complete the reflection again.

Suspension- Students who have demonstrated extremely poor and/or dangerous behaviour may be issued with a suspension. This is one of our most serious sanctions, this decision is never taken lightly, and we will do all we can to avoid issuing a suspension.

Permanent exclusion- If a student puts the safety and wellbeing of others at risk and they cause significant harm to others then their place in our school will be reviewed.

Expectations outside the school

Students are expected to be responsible citizens of the local community and good representatives of Deptford Green School. Poor behaviour travelling to and from the school or on any trip or visit will be treated as if it occurred inside the building.

Wear full uniform in the correct manner on the way to and from the school and on day trips out.

- 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. Students not in a club should be clear of the shops and either waiting for or already on a bus to go home.

Any student who fails to meet our expectations on the way to and from school will be issued with one of the sanctions above. The level of sanction will depend on the severity of the incident.

Restorative justice and Reconciliation meetings

The school is committed to the prompt resolution of behaviour issues in order to avoid any interruption to learning. We work restoratively with staff, students and our whole community when harm has been caused. We have all pastoral staff trained in restorative approaches. We also train year 11 and 10 students as Restorative Peer Mediators. When harm has been caused, we get students to think about how it made other people feel, how they think they can put things right so that we can move forward and ensure everyone feels safe.

This may require students to remain behind to meet with other students or teachers after the official end to the school day. We reserve the right to meet with students for a maximum of 30 minutes after school without giving prior notice to parents. Where it is considered necessary, an appropriate school manager may be involved, as a third party, in reconciliation meetings. Where further follow up is required or a more substantial detention is issued parents will be given 24 hours' notice, of any meeting that is due to last for longer than 60 minutes.

8. Failure to adhere to the policy

All members of the school community have the responsibility to uphold our behaviour principles. Failure to follow our policy will lead to a number of different actions.

Placing students on report

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.

Support and intervention

The school recognises 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.

The school's 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. 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.

9. Working with parents

Parents are expected to:

- Support their child in adhering to our Behaviour for Learning Policy.
- Read the policy and communicate any changes they'd like to see applied through parent forums.
- Use ClassCharts to monitor their child's positive and reflection points daily.
- Congratulate their child when they are awarded positive points.
- Discuss reflection points; what went wrong and how can they improve.
- Allow their child to stay for after school reflection if their child has not met our expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.

- Attend meetings to discuss engagement concerns.
- Support their child in adhering to our behaviour policy.

10. Bullying

At Deptford Green School our core values are to be respectful and kind (both in person and online). Our students are taught this as soon as they start at our school, and we teach them why being kind and respectful is so important. If a negative interaction or incident occurs we work restoratively in the first instance.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- 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
Racial	Racial taunts, graffiti, gestures
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 or the Head of Year immediately. An investigation will then be carried out to collect as much information on the incident as possible.

If we establish that it is bullying, we use restorative approaches to restore harm and restorative contracts are signed. The contracts state that the student will stop the behaviour and will be made aware of the consequences of failing to do so. If the restorative contract was not adhered to and another incident occurs, then the student causing the harm will be suspended or placed in a reflection room at our school or a local school. 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 student 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 managed move, a placement at an alternative placement or a permanent exclusion.

All students who have been subjected to bullying or who have been bullying others will be offered pastoral support 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).

At Deptford Green School our students know how important their safety and the safety of others is. 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 have 25 student leaders in year 10 and 11 who have been trained restoratively and who are available during tutor time, break time, lunchtime and after school to support younger students.

11. Serious Incidents and Physical Violence

Incidents of a very serious nature (normally those that would be reported to the police) must be reported to the governing body. The school works in partnership with the police through our Safer Schools Officer. The school may inform the police when any offence of a criminal or anti-social nature has taken place. The school is obliged to give the police any evidence of a criminal act discovered in the course of a search under the Violent Crime Reduction Act. This may include drugs. The school will fully cooperate with any police investigation, on request, regarding one or more of our students. The Headteacher will always take the decision over police involvement in any incident, and must be informed at the earliest opportunity of any potential police involvement relating to the school.

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 exclusion. Extreme use of violence, repeated use of violence or the threat, or use of any offensive weapon, will result in permanent exclusion. This applies to incidents on the journey to or from school.

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.
- Abuse of a member of staff.
- Damage to the school premises.
- Suspicion of use or possession of drugs, alcohol or any other illegal substance.
- Suspicion of possession of an offensive weapon.
- 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 isolation until an investigation can be carried out. If confirmed, any of the above may lead to fixed term or permanent exclusion.

12. Sexism and sexual harassment

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 are 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).

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.

If pupils make inappropriate sexist comments or are involved in an incident of sexual harassment or sexual violence we will:

- Ask them to apologise to anyone the comment was directed at
- Give them a verbal warning
- Write a letter, make a phonecall 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 Exclusion 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 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 responses will be:

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

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.

13. Restraint/Use of Force

The school does not advocate the use of restraint of students. An underlying principle of this policy is to create an ethos where restraint should not be necessary.

Only in exceptional circumstances will physical intervention be used.

- To prevent students from committing a criminal offence.
- To prevent students from injuring themselves or others.
- To prevent students from causing damage to property, including their own property.

As a last resort, when all other strategies have proved ineffective, in preventing a student from engaging in behaviour which disrupts the good order and discipline of the school.

If required to use physical intervention, staff will:

- Use the minimum force necessary, proportionate to the circumstances.
- Use it as an act of care, and not as punishment.
- Be recorded and reported to parents.

14. Screening and searching students

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

School staff can search a pupil for any item if the pupil agrees. The Headteacher, Senior Leadership Team and Pastoral Teams are authorised to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons.
- alcohol.
- illegal drugs.
- stolen items.
- tobacco and cigarette papers.
- fireworks.
- pornographic images.
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
- The Headteacher and authorised staff (SLT, Pastoral Team) can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

15. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy, statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

16. Staff 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.

17. Complaints Procedure

Any complaints regarding the application of this Behaviour for Learning Policy should be made in writing to the Headteacher.

18. Monitoring and Evaluation

This behaviour policy will be reviewed by the headteacher and full governing board/committee name every year. At each review, the policy will be approved by the headteacher.

19. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy.
- Safeguarding policy.
- SEND policy.
- Teaching and learning policy .
- Equality policy.

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 Headteacher) and the School and Community Committee annually.

Appendix 2- Deptford Green Behaviour for Learning Statement: Covid 19

BFL Policy changes for February 2022

Please note unless covered in this document then the normal Behaviour Policy applies.

Rationale

The safety and wellbeing of all members of our school community remains our top priority. Under the special arrangements dictated by social distancing measures to avoid the spread of Covid-19, it is necessary for Deptford Green School to modify its' implementation of the Behaviour for Learning Policy. These modifications are expected to continue for the duration of the "transmission control period" or until specific government advice changes.

The principle intention of the modifications is to ensure that all parties including staff, students and parents are protected, as far as reasonably possible, from an increased risk of contracting the virus whilst maintaining a productive educational environment. The Crown Prosecution Service have stipulated that anyone making the threat of deliberately transmitting the infection will be open to prosecution for serious criminal offences such as common assault. For the purposes of this appendix, threatening behaviours will be treated in the same way as behaviours that increase the risk of contracting Covid-19.

Behaviours which can reasonably be expected to increase the risk of infection of any person must not occur, this includes threatening behaviour. Any behaviour displayed by a student which falls into these categories will result in an immediate review of the educational provision available to the student (see further actions which we will take below).

Remote learning-Expectations for students at home

If a student is working from home because they are clinically vulnerable or isolating we will set their work on Microsoft Teams. They will be monitored and we will keep regular communication with the student and family to ensure they are safe and well and accessing their work.

Any safeguarding concerns will be reported to the safeguarding team on CPOMS immediately.

Examples of other high risk behaviours which will not be tolerated

- Aggressive behaviour and fighting may lead to a permanent exclusion - students will be sent home immediately.
- Failing to protect others from a cough or sneeze as would be reasonably expected.
- Having physical contact with other students or staff.
- Failing to observe or follow reasonable instructions regarding personal hygiene e.g. handwashing, covering the mouth when coughing or nose blowing.
- Spitting (including during sporting activities).
- Threatening explicitly or implicitly to indulge in behaviour which may increase the risk of another person contracting Covid-19.

This list is not exhaustive but provides specific examples of prohibited high-risk behaviours.

Appendix 3: 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 schools 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 two uniform suppliers: Whitehall Clothiers, 244a Lewisham High Street, SE13 6JU) and Bailwood (246 Lewisham High St, London SE13 6JU - <https://www.bailwood.co.uk/>). 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 - A black suit style jacket with small Deptford Green logo (compulsory- must be worn at all times unless the student is in year 11).
- Trousers- These must be black (tailored uniform type, not denim, lycra or "skinny" styling). A plain, black belt with no obvious logo or large buckle must be worn.
- Skirt - Black (tailored, knee length, not tight fitting and allowing freedom of movement).
- Shirt - White shirt with top button for wearing with a tie (not fitted blouses, PE type or denim)
- Jumper - A black V-neck pullover with a small Deptford Green logo. Optional for winter.
- Tie- at least eight stripes showing, the colour will depend on the year group.
Colours for 2021/22
Year 7 - Purple
Year 8 - Light Blue
Year 9 - Dark Blue
Year 10 - Green
Year 11 - Red
- Shoes - Black low heeled full styled shoes less than 3cm high. Leather or leather effect. Not gym shoes, trainers, sandals, sling back shoes or canvas pumps.
- A rucksack school bag- this must be big enough to carry all of a student's books, equipment and PE kit when required.

No hoodies or denim jackets are allowed to be worn in school at any time. No headwear is allowed at anytime unless for religious reasons. No sunglasses are permitted.

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, no tie required.
- Black tailored shorts.
- Students who wear the summer uniform do not have to have a blazer 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

- Students are allowed to wear a maximum of two studs in each ear.
- Students are permitted to wear a nose stud only. No other facial 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.
- Headwear of any kind is not permitted in the building unless for religious reasons and then should follow the school colours of black, white or green. Headwear is only permitted in playgrounds during extreme weather. Baseball caps are not appropriate for school and should not be worn anywhere on site.
- Outdoor clothing should be removed immediately upon entering the classroom.
- Sunglasses are not permitted in school including on top of the head.
- Hoodies, leather or denim jackets, tracksuit tops, body warmers should not be seen on the school premises at any time.

Equipment

All students must have a bag with them at all times. It must be suitable for carrying books and their equipment. Students must have blue or black pens, a green pen, pencil, eraser and ruler, coloured pencils and mathematical equipment. A reading book must be carried by all students.

Appendix 4: Mobile phones policy

We understand that students may still have their mobile devices with them in school, but they must not be seen or heard throughout the day. 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, we will expect parents to collect the confiscated item. If a parent/carer is unable to collect the device and they insist on it being returned to the student, then we will agree an alternative sanction such as attending a daily/SLT reflection and/or collecting the phone from the student each day for an agreed period of time.

Personal property

The school does not take responsibility for personal equipment brought onto the 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.

Appendix 5: Deptford Green BFL Policy Summary

<p align="center"><u>PRAISE and REWARDS</u></p> <ul style="list-style-type: none"> ➤ Catch students being good. ➤ Reward on Class Charts every lesson for: Leadership, Organisation, Resilience, Initiative, Communication ➤ Reward using: Verbal praise, Class Charts achievement points, Good News Postcards, Head of Year award, Letter/email/Phone call home, Head's breakfast, Certificates-Platinum, Gold, Silver, Bronze certificates. Reward visits and trips. Non uniform days. 	<p align="center"><u>LESSON ROUTINES</u></p> <ul style="list-style-type: none"> ➤ Meet and greet students. ➤ Enforce seating plan. ➤ Coats removed on entry. ➤ Prepare for Learning- Starter activity. ➤ Take register in first 10 minutes. ➤ Request for silence then count back from 5. Scan for compliance. ➤ Track the speaker for all talk activities. ➤ Review activity to check understanding. ➤ Reward students points on Class Charts. ➤ Pack away 5 minutes before end. ➤ Students wait behind chairs for a structured dismissal. 	<p align="center"><u>USEFUL ENGAGEMENT STRATEGIES</u></p> <ul style="list-style-type: none"> ➤ Ensure all instructions are short and specific-economy of language. ➤ Instructions to ensure visible compliance e.g. 'pens down, eyes on me in 5.....' ➤ Square up and stand still in the same place every time you give an instruction. ➤ Be seen looking. ➤ Scan the room and focus on students who are compliant. ➤ Reward compliant students by writing their names on the board.
<p align="center"><u>STEPS TO CHALLENGE NON COMPLIANCE</u></p> <ul style="list-style-type: none"> ➤ Reinforce expectations and ensure all instructions are short and specific. ➤ Give a verbal warning (allow take up time or walk away). ➤ Isolate student (allow take up time or walk away). Class teacher to follow up if appropriate. ➤ Email for patrol who removes student. Student will be asked to stay behind for a reflection time at the end of the day/week. Parents will be informed. 	<p align="center"><u>RULES FOR STUDENTS</u></p> <p align="center"><u>In class</u></p> <ul style="list-style-type: none"> ➤ Follow all instructions immediately ➤ Arrive fully equipped to learn ➤ Complete work to the best of your ability. ➤ Treat others with respect <p align="center"><u>Around the building</u></p> <ul style="list-style-type: none"> ➤ Move about the building in a calm, purposeful and orderly manner, keeping left at all times. ➤ Wear full school uniform at all times ➤ Mobile phones and headphones are not allowed to be seen in school at any time 	<p align="center"><u>WHEN DEALING WITH CHALLENGING BEHAVIOUR</u></p> <ul style="list-style-type: none"> ➤ Keep calm and talk quietly. ➤ Don't take the behaviour personally. ➤ Do not threaten consequences. ➤ Be aware of your body language and facial expressions. ➤ Allow a student to walk away when upset or angry. ➤ Do not get into a power struggle. ➤ Get support from a Senior Member of staff or a HOY.

Appendix 5: Behaviour for Learning Flow

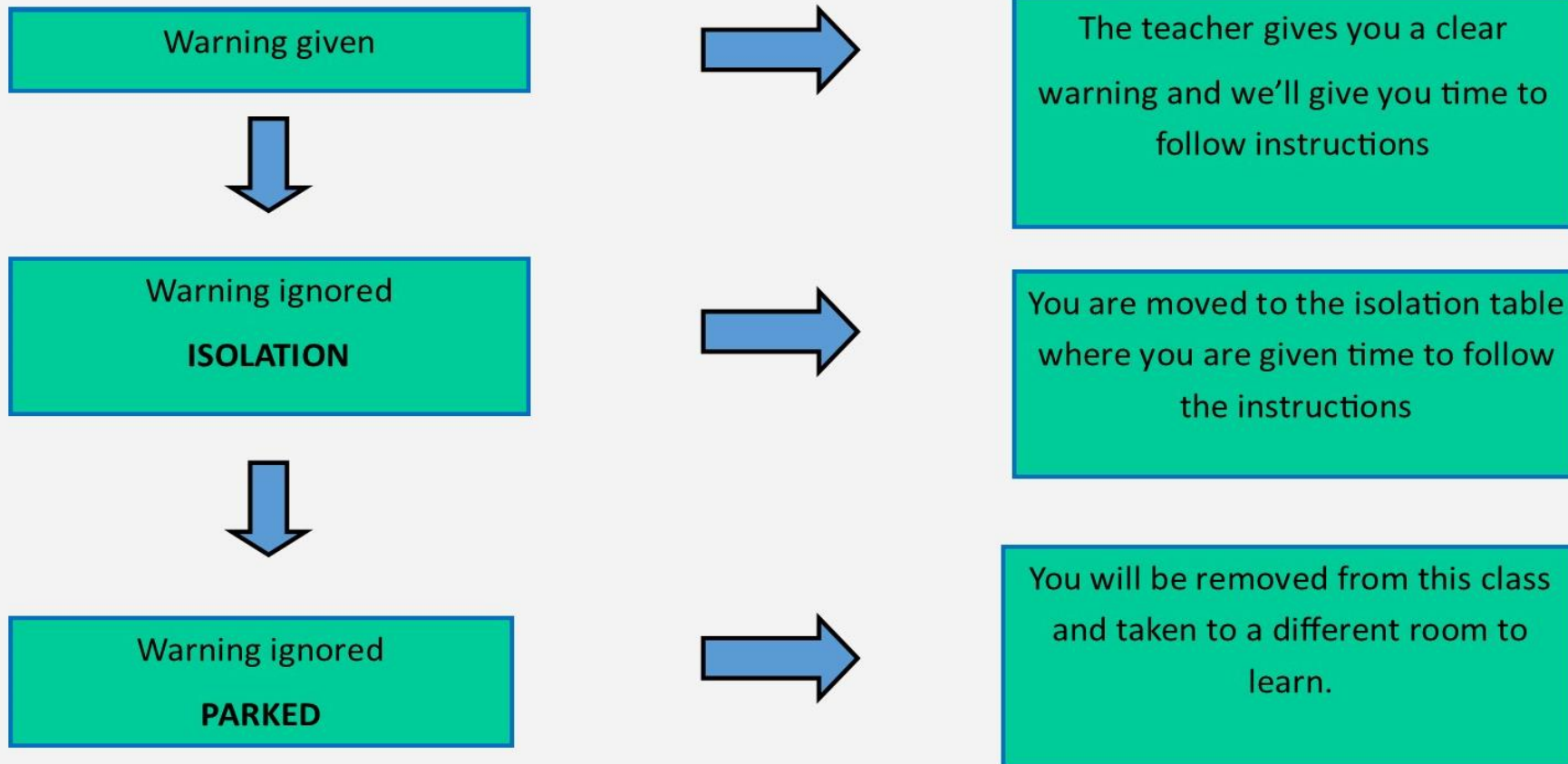
Deptford Green School's Behaviour for Learning Structure

As a member of the Deptford Green community we will always avoid causing harm to others
As a member of the Deptford Green community we will always show kindness to others
As a member of the Deptford Green community we will always treat others with respect



We will follow instructions and treat each other with respect, so that we can learn and feel safe.

If you make a mistake the following will happen:



In cases where your behaviour is extremely poor or unsafe, you will be removed from this class and taken to a different room to learn. You will attend a lunchtime detention.