Behaviour Policy & Statement of Behaviour Principles

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Committee	**School and Community Committee**
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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 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:

- Create a positive culture that promotes excellent behaviour, ensuring all pupils have the opportunity to learn in a calm, safe and supportive environment.
- 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.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- 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 Behaviour 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.
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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:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- 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.

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- 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
- 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 and 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:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Racist, sexist, homophobic or discriminatory behaviour.
- Any form of bullying or child on child abuse, including but limited to bullying, abuse in intimate personal relationships, physical abuse, sexual violence, sexual harassment, upskirting, causing someone to engage in sexual activity without consent, initiation/hazing type violence and rituals.

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Entering prohibited areas such as the toilets of another gender (gender neutral toilets are available to students who require them)
- 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.
- Misogyny/misandry.
- Vandalism.
- Theft.
- Fighting or any other physical behaviour with other students, with staff or in the local community
- Smoking, drinking alcohol or vaping.
- 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, e-cigarettes or vapes, 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:

- 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 or physical contact.
Prejudice-based and discriminatory, including: o Racial o Faith-based o Gendered (sexist) o Homophobic/biphobic o Transphobic o Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI).

Deptford Green School takes a whole school, pro-active approach to prevent bullying, we created a culture where bullying is unlikely to develop and where pupils feel safe reporting concerns.

Measures put in place to prevent bullying-

- A clear anti bullying policy.
- A strong inclusive culture whereby everyone knows and adheres to our GREAT values.
- Create an inclusive culture where we celebrate diversity and difference.
- We deliver a high-quality personal development curriculum.
- We ensure all pupils have two trusted adults.
- We ensure pupils are encouraged to report, and all reports are taken seriously.
- Deliver high quality all staff training to recognise the signs of bullying, respond consistently and support effectively.
- Ensure there is a high staff presence during unstructured times to support safe pupil break/lunch times and transitions.
- Train GREAT pupil leaders who model GREAT behaviours and support younger pupils.
- Log and monitor all incidents, not matter how small.
- Act quickly and take immediate and early action to address unkind behaviour before it escalates and when any concern is raised.
- Work closely with parents when issues first emerge.

- Offer extensive support for victims, offer access to Place2Be, Pastoral support, mentoring, restorative meetings, regular check ins and follow up.
- Continuously collect pupil voice.
- Monitor trends rigorously.

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.

Step 1- If we establish that it is bullying, our first step is to use restorative approaches to restore harm. To work restoratively pupils must understand the harm caused and take accountability. If they are able to do this, a meeting is held and a restorative contract is 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. If the alleged perpetrator denies any wrongdoing a restorative meeting cannot be held and a behaviour contract will be signed. Clearly stating the behaviours which need to stop and what would happen if they were to continue.

Step 2- If the restorative or behaviour 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 school reflection room or offsite reflection. On their reintegration meeting we will offer support and strategies to ensure that no further bullying occurs. We will meet with parents to restore or complete the contract, 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.

Step 3- after including parents/carers if there is another incident and the restorative agreement or contract has been broken the final stage is to complete a safety plan to completley limit contact between the pupils involved. If one pupil has repeatedly broken the two stages above and they break the safety plan we will have no choice but to find an alternative. 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 always 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, this time with the parents/carers included 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 support (pastoral interventions, mentoring, inclusion support, counselling etc) and we will do all we can to support them to stop the bullying behaviours.

Bullying data is recorded on CPOMS. It is responded to daily and analysed 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 leaner 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.

Pupils are expected to:

- Behave in an orderly, safe and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school building and property with respect.
- Wear the correct uniform and adhere to the BFL expectations at all times.
- Take accountability and accept sanctions when given.
- Refrain from behaving in a way which brings the school into disrepute, including when outside of school or online.

6.1 Rewards and responding to GREAT behaviour

When a pupils behaviour goes above and beyond, the expected standard, staff will recognise it with positive recognition and reward. This provides staff with the opportunity to reinforce the school's positive culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

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 drives our reward system, and they always have a say in how we reward students. TPositive behaviour will be rewarded with:

- Verbal praise.
- LORIC/GREAT positive points.
- 'You are Amazing' postcards.
- Tutee of the week/term recognition.
- 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.
- Celebration lunch/breakfasts.
- 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.
- Termly letters home from the Headteacher to pupils who have high positive points and no reflection points.
- Termly letters home from the Headteacher for the pupils whose engagement has improved significantly.
- A fortnightly email to the parents/carers of pupils who have positive points and no reflection points.
- Formal letters recognising when students accrue – 150 points- tutor, 300 points –HoY, 500 points – SLT link, 700 points- Deputy Head and 1000 points – Head teacher.

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	• Letter from the Head Teacher.	2 x £25 prizes for each Year Group involved
Top 30% = Gold	• Letter home from the Deputy Headteacher.	2 x £15 for each year group
Top 40% = Silver	• Certificate	2 x £10 for each year group
Top 50% = Bronze	• Certificate	2 x £10 for each year group

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

Teaching teacher's effective classroom behaviours are essential for increasing pupil engagement because the quality of teacher-pupil interactions has a direct impact on learning, motivation and participation. When teachers use evidence-informed strategies such as clear explanations, purposeful questioning, positive reinforcement, high expectations and responsive feedback, pupils are more likely to remain focused, feel valued and take an active role in their learning. Effective teaching behaviours also help create a positive classroom climate where pupils feel safe to contribute, persevere through challenges and develop confidence in their abilities. By explicitly developing these skills in teachers through training, coaching and reflective practice, schools can improve engagement across all groups of learners, leading to better attendance, stronger relationships and improved academic outcomes. See appendix

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Ensure pupils are adhering to the classroom rules.
- Develop a positive relationship with pupils, which should include, meeting and greeting, establishing clear routines, communicating expectations, highlighting and promoting good behaviour, concluding the lesson/day positively and starting the next day afresh, having a plan to deal with low level disruption and using positive reinforcement.

Every teacher will consistently use the following 5 routines.

1. Start of lesson routines (first 5-7 minutes)

- Meet and greet students at class door and ensure students enter calmly (50/50).
- 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 clear on the expectations in the 'Prepare for Learning' task, this will often be in silence.
- 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.
- Circulate and recognise and reward pupils on task. Ensure this stage of the lesson lasts for no longer than 7 minutes.

2. Attention signal. A consistent routine for gaining silence and focus.

- At all times when silence is required, teachers will request it and count down from 5.
- They will give instructions with visible compliance and scan for compliance, for example, "3,2 , 1, and pen downs and eyes on me".

3. I do-We do- You do. A gradual release model.

- I Do- teacher models thinking and demonstrates.
- We Do- pupils practise with teacher support.
- You Do- pupils complete independently

4. Questioning and independent practice routines

- Always clarify the expected behaviour for responding to questions at each stage of the lesson e.g. 1. Hands up or "cold calling "etc.
- Independent practice routines- teachers will tell pupils what to do, how long they have, what quality looks like and what to do if they are stuck.

5. End of lesson routines:

- End all lessons with a lesson review, checking of understanding, retrieval questions and a review of specified learner behaviour.
- Reward pupils 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 pupils to stand behind chairs.
- Ensure there is a staggered and structured dismissal.
- Teacher is 50/50 on door monitoring pupils exiting and on the corridor.

Period 6 teacher routines-

Teachers must ensure pupils do not put coats on (unless on the ground floor), pupils do not get mobile phones out, pupils who are placed in the after-school reflection are informed and if a teacher has placed a pupil in fter school reflection they should attend (unless for patrol) or inform the staff leading if they are unable to.

Effective

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 or eating sweets.
- Following the school procedure for requesting and going to the toilet, only if you have a toilet pass and 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.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to improve and meet the behaviour standards in the future.

The following sanctions will be applied for misbehaviour during lessons:

- **Reminder issued**– All staff will immediately explain inappropriate behaviour to a pupil (privately where possible). The teacher reminds the pupil of what is expected and what the concerning behaviour is and check for understanding. The teacher checks that the pupil has understood. The teacher gives take up time before issuing a further consequence.
- **Second 'reminder'** - A pupil 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 pupil of what is

expected and what the pupil was doing wrong. The teacher will check for understanding, walk away and allow take up time.

- **Patrol support – I**f the pupil 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 pupil takes accountability and can re-enter and make the improvements required, 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 (pupils with additional 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.

  Pupils 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. Parents/carers are responsible for downloading and monitoring the Class Charts to monitor their childs positive behaviour points, reflection points and this will inform them if their child has an after-school reflection.

- **End of the day reflection-** If a pupil 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 pupils 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.
- **Repeated misbehaviour in lessons and persistent disruption of learning for other students will result in Deptford Green School referring the student to Abbey Manor College on a direction or an assessment place.**

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 pupil 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/offsite reflection –** We do everything we can to avoid a fixed term suspension but if a pupil refuses to go into our Reflection Room when directed or if they 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 pupil 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 their more than 5 times. Pupils 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/letter/call.

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.

Subject and department follow up

The **classroom teacher** is responsible for following up behavioural/work completion concerns with pupils in their subject.

Behaviour data will be shared with teachers, HoD's and departments every half term. Actions will be agreed and then taken to address pupils whose behaviour, engagement and class/home learning completion is a concern in their subject. Staff are expected to:

- Ensure they have read the pupil passport (if they have one), make sure they are aware of pupils with additional needs and use the suggested personalised strategies in all lessons.
- Private restorative conversation- Speak to the pupil at the end of lesson/after school/lunchtime to raise your concerns and try to find out the root cause. 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.

- Attend every after-school reflection to speak to pupils who they have placed in there to review what went wrong and plan and agreed improvements and support moving forward.
- Try a change of seating plan.
- 'Buddy' the pupil with another pupil who can support them in lessons by modelling the expected learner behaviours.
- Adapt teaching where necessary- increase engagement through questioning, scaffolding, seta move, challenge or offering choice.
- Complete a cause for concern form if you think the pupil has undiagnosed needs which are yet to be identified or if the current levels of support are not sufficient for the pupil to succeed.
- If a pupil is 'patrolled' more than 3-5 times, 'on called' 3 times, or they receive a high number of inadequate work or missed home learning points im their subject, the teacher should contact the parent/carer and discuss their concerns with them.
- Teachers should place pupils of concern in their subject-on-subject report, this should be logged on the green to ensure the parent carer is informed.
- 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.

We expect ALL teachers to follow up with a mindset of **"What is this behaviour communicating, and how can I help the pupil succeed next time?"** They should combine **high expectations, consistency, strong relationships, and genuine curiosity about the cause of the behaviour**, leading to long-term engagement rather than short-term compliance. If all of the above fails, they should seek additional support from their HoD.

The Head of Department is responsible for monitoring the behaviour data for the staff in their teams every half-ter during department meetings. The HoD is responsible for ensuring the class teacher takes action (see above) to deal with pupils whose engagement, behaviour or progress are a concern. If concerns continue after class teacher actions have been completed the HoD should:

- 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 by logging this on the green.
- 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.
- Consider if it is in the best interest of the pupil and class to move the pupil class, where possible.
- 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 or SLT year group link.

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 or HoY. 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/smart watches 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 and this will only be in exceptional circumstances.
- 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

Are closed during lesson time, apart from for pupils with a medical reason and a toilet pass.

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 pupil's attention to any inappropriate behaviour. A verbal reminder is issued, only once, and failing to heed it will escalate the situation to the next level.

Reflection point awarded - Any member of staff seeing the above rules being broken will instruct the pupil involved to stop and then issue a reflection point for the negative behaviour on Class Charts. The pupil 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.

Truancy and lateness to lessons- if a pupil arrives late to a lesson, the teacher will allow them straight in, if the pupil has a note no action will be taken. If the pupil does not have a note the minutes late will be logged on sims. A pupil who arrives 15 or more minutes late with no note will be logged as truanting on Class Charts. The following sanctions will apply depending on the number of times the pupil has truanted.

1. 1st truancy point- ASR 60 mins.
2. 2nd truancy point- SLT 90 mins.
3. 3rd truancy point-Formal reflection with parental meeting PL.
4. 4th truancy point- Formal Reflection with parent meeting HoY.
5. 5th truancy point- SLT all day reflection and parent meeting SLT link.
6. 6th truancy point- Offsite reflection and parent meeting DSL.
7. 7th plus truancy point- plus truancy equals suspension.

End of the day/ lunchtime reflection- If a pupil 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 pupils 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. Again, persistent lateness (more than 3 times in a half term will increase to 60 or 90 minute after school reflections.

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

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 pupils 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 pupil 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.

Students 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 pupil 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, pupils will be required to do community service under the supervision of the Site/pastoral Team.

Reflection room - pupils 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 pupil, 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 pupil 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 pupil 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, bringing the school into disrepute, serious verbal abuse, having banned items in their possession, 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 the positives; the improvements needed and review the support in place. During the meeting the voice of the pupil, parent/carer, school staff and governor will be heard in terms of what needs to happen moving forward for the pupil to be more successful and to prevent further suspensions.

Direction/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 occasionally offer students a new start in a new school if a Headteacher from another school agrees to this. The only provision we refer students to if they are repeatedly suspended and/or placed in the Reflection and their behaviour is not improving is Abbey Manor College.

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. This is one of the final stages of our policy and is only put in place when the school believes it has exhausted all support and intervention available, but behaviour remains a serious concern. If a pupil fails to pass their pastoral support plan, a final warning will be issued and a behaviour panel meeting will be set up, before the school considers a direction to Abbey Manor or a permanent exclusion.

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, if there is one available.

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.
- Misbehaving in the local community or bringing the school into disrepute when they are 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), fighting or any unsafe behaviour outside of school, including holidays, will be treated as a school matter.
- Pupils are expected to leave school and go directly home. Pupils should have left Fordham Park by 3.20 and the local shops by 3.30. pupils not in a club should be clear of the shops and either waiting for or already on a bus to go home. During this time staff will be patrolling the area to ensure pupils are safe when they leave school and start their journey 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, within the classroom, 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.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.
- 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:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- 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

The DfE's mobile phone guidance says that the use of mobile phones is prohibited throughout the school day.

Pupils must not use their mobile phones during the school day, including during lessons, in the time between lessons, at breaktimes and at lunchtimes, unless explicitly authorised by a member of staff (for example, for a specific medical reason).

Phones must not be seen or heard at any time on the school premises during the school day, unless a member of staff gives a pupil permission. They must be kept in the pupil's bag, not on their person, when they enter the premises and until they leave the premises (gate to gate).

If a pupil finds it difficult to adhere to this expectation, there is a secure safe in Student Service's which they can leave their phone in all day.

Pupils will be taught the risks that are associated with the use of mobile phones, both in school and more broadly, to ensure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increase in bullying. Pupils will be encouraged to see a mobile-phone free environment as desirable and valuable.

See our mobile phone policy for more details here XXXXXXXXXXXX for more details on sanctions, expectations on trips etc.

11. Safeguarding

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

Specific circumstances such as being a young carer, looked-after-child, or living in a vulnerable household, can significantly affect behaviour.

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. Restrictive interventions, including the use of re reasonable Force

From 1 April 2026, our school introduced a policy on the use of restrictive interventions. For more information and details on our school's use of reasonable force which follows the DfE's latest guidance on restrictive interventions read our Use of Restrictive Interventions Policy on the website here.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them.
- The pupil will be supervised at all times, by at least 1 member of staff [adapt this to mention a specific staff role, if applicable]
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

Significant incidents involving force

Seclusion incidents

Restraint incidents

All incidents will be recorded on CPOMS.

Please refer to our restrictive intervention policy for more information on this legal duty.

14. Searching, screening and confiscation

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

Confiscation

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

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

Searching a pupil

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

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

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

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

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

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation
- If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher or the DSL to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded on CPOMs.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

· The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**

· The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse , see our child protection and safeguarding policy for more information.

15. Online misbehaviour

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

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

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher, DSL or Deputy will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, 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.

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 of 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).

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

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 cover 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.

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

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 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 complete training on the use of reasonable force.

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:

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

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

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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

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.
- Restrictive interventions, including reasonable force, are only used as a last resort, and in line with the restrictive interventions 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 every day.
- Learn the uniform requirements and equipment requirements.
- Make sure that when they leave you in the morning, they are dressed correctly and smartly.
- Make sure your child's name is printed on all items of uniform.
- Encourage them to change out of their uniform straight after school.
- Make sure everything is clean and ready to be put on each evening.
- Make sure that a full PE kit is taken to school on 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 - length – there should be more skirt than thigh.
- Shirt - White shirt (not fitted blouses, PE type or denim)
- *Tie- the colour will depend on the year group.

  Colours for 2026/27
  Year 7 Purple
  Year 8 Light Blue
  Year 9 Dark Blue
  Year 10 Green
  Year 11 Red

- Shoes/trainers/boots – Plain black full shoes or boots **or** trainers. See website for more details- DG uniform website page

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- families are permitted to buy a plain black T.Shirt if the logo polo shirt is too expensive.
- 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, unless otherwise stated by the Headteacher. 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 is allowed inside the school building such as caps/durag/hats/ bandana's, 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.
- No teeth jewellery or teeth jems due to health and safety reasons
- Outdoor clothing should be removed immediately upon entering the classroom on the ground floor or before leaving the ground floor.
- Sunglasses are not permitted inside the school building 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

Deptford Green
explore, dream, discover

G
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DEPTFORD GREEN
HOME SCHOOL AGREEMENT

Staff Responsibilities

Staff at Deptford Green will:

- Provide a learning environment which is safe, stimulating and caring.
- Ensure that each student has the opportunity, support and guidance to achieve their full potential.
- Have the highest expectations of each student in terms of attainment, progress and behaviour.
- Observe students being good and use the reward system consistently.
- Apply the Behaviour For Learning policy consistently and apply sanctions when students do not meet our expectations.
- Contact you if there is a problem with attendance, punctuality, engagement or academic progress.
- Set, feedback and monitor independent learning and provide facilities for your child to do homework/ revision.
- Ensure that students experience excellent teaching and learning and that they are actively engaged in their learning.
- Monitor and report on student progress and put interventions in place, if required.
- Praise and recognise students' achievement and progress.
- Support Deptford Green School policies including the Equal Opportunities Policy, BFL and Safeguarding Policy.
- Know and uphold the school's GREAT values.

Name (PRINT) .....

Signed: .....

Date: .....

Parents'/Carers' Responsibilities

I/we will:

- Make sure that my child attends school in correct uniform, on time and is equipped for learning at all times.
- Inform the school if my child is unable to attend school.
- Support my child with completing independent learning/ revision to a high standard.
- Make the school aware of any concerns or problems that might affect my/our child's work or behaviour.
- Download and monitor Class Charts and speak to my child at the end of each day about their engagement and learning.
- Encourage my child to attend extra-curricular opportunities provided by the school.
- Support the school's policies and guidelines for uniform, engagement, behaviour and equal opportunities. Ensure my child attends any reflections they are given
- Support the school's internet policy and encourage positive and safe internet use, including social media.
- Give permission for my child to go on educational trips and visits during the school day, including photographic permission.
- Attend all parents' meetings and events
- Read and respond to all school communications.
- Ensure my child understands and adheres to the school's mobile phone policy.
- Go through every school report with my child and set them targets to improve.
- Ensure my child goes straight home after leaving school grounds

Name (PRINT) .....

Signed: .....

Date: .....

Student Responsibilities

I will:

- Follow all instructions immediately.
- Attend Deptford Green every day, on time, in full uniform and equipped for learning (with a reading book at all times).
- 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
- Strive to achieve my best in all that I do and challenge myself to improve.
- Complete my independent learning/ revision on time and to the best of my ability.
- Tell a member of staff if I have any concerns or any potential conflicts.
- Follow Deptford Green's Behaviour for Learning Policy at all times, attend after school reflections when requested to do so.
- Respect Deptford Green's environment and buildings.
- Do not bring any banned items into school.
- Behave responsibly and safely on the way to and from Deptford Green School.
- Follow Deptford Green's internet and mobile phone policy and do not use any social media in a negative way
- Know and uphold the school's GREAT values
- Work hard to earn LORIC points and continuously improve my learning behaviours
- Be an active participant in my schooling and attend at least one extra-curricular activity every week.

Name (PRINT) .....

Signed: .....

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.

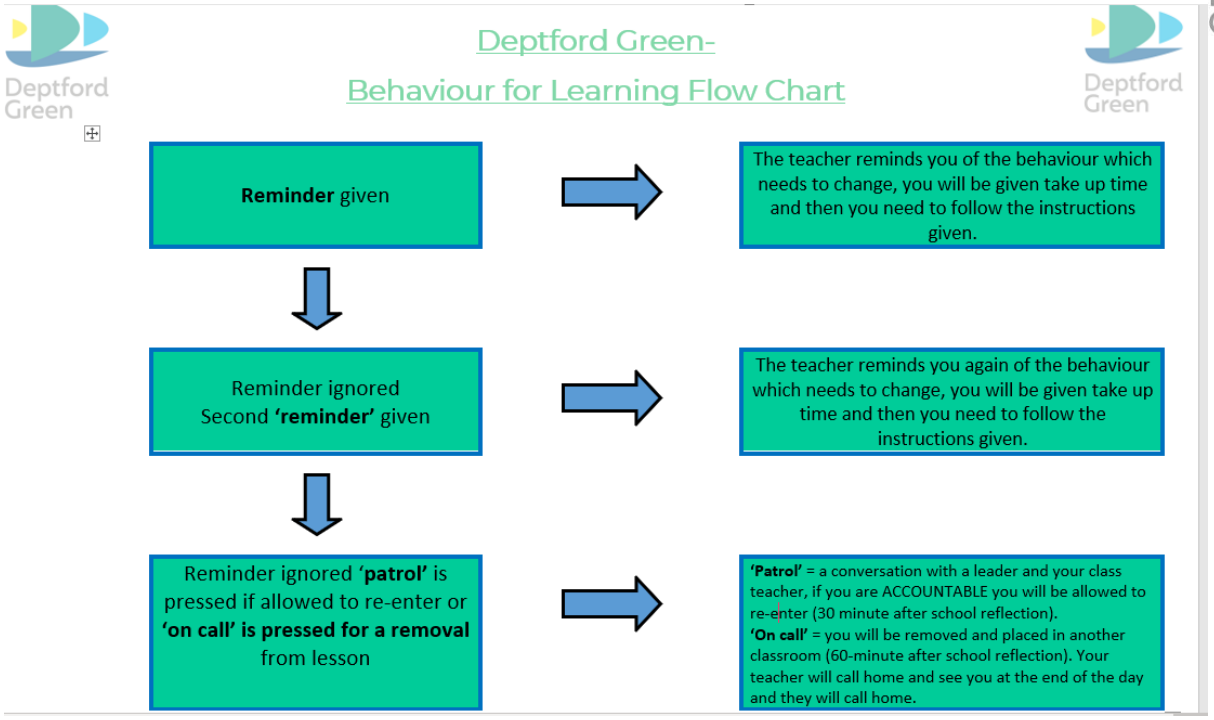
LORIC

Building character, being a GREAT Deptford Green learner

LEADERSHIP	ORGANISATION	RESILIENCE	INDEPENDENCE	COMMUNICATION
• I fully engage and participate in activities and lead my peers during group activities. • I consistently demonstrate positive learning behaviours and encourage my peers to do the same. • I am a positive role model for my peers as well as younger students. • I model excellent oral communication and written work. • I actively help my peers when they need support.	• I am punctual, organised and fully equipped for every lesson. • My presentation is exemplary. I take pride in my work and follow the rules of presentation in my exercise books. • I organise my own equipment/resources to support my learning/development. • I complete home learning on time and ensure it is of a good standard. • I develop strategies to support retention and retrieval of information.	• I work hard and try my best for the full duration of the lesson. • I develop a solution focused mind-set when faced with a problem. • I identify and use an appropriate strategy when faced with a challenge. • I deal with any issues that may arise, quickly, so that I can focus on my learning. • I set achievable targets and then meet them.	• I use my initiative in class. • I challenge myself to complete learning on my own before asking for help. • I always respond to feedback in detail and make an effort to improve next time. • I complete my home learning on time and to a good standard. • I support my in class learning by regularly revisiting past topics. • I read books independently at home. • I catch up on lessons that I have missed by asking my peers or teacher. • I support my in class learning and progress by regularly revisiting topics.	• I articulate and communicate appropriately. I respond quickly to instructions given. • I use subject specific language. • I am committed to extending my vocabulary, ensuring that it is adventurous, specific and sophisticated. • I support others by sharing what I know/understand. • I actively listen to my teachers and peers and communicate if I am finding something difficult.

Values @ DG-Are you GREAT today?

	Staff will...	Students will...
Growth	• Reward great effort not just results. • Reflect on each lesson and continuously try to improve. • Try new techniques and strategies to develop practice.	• Not give up when work is challenging. • Encourage others to do well and celebrate when they do. • Embrace feedback and always strive to respond to a high standard.
Respect	• Not raise their voices to individuals. • Listen and understand students' point of view. • Model the use of good manners.	• Look after the school building and the local community. • Speak to others how they wish to be spoken to. • Treat EVERYONE in our school community with respect.
Equality	• Plan diversity into their curriculum. • Treat all students the same regardless of individual differences. • Celebrate the individuality of others. • Create BRAVE spaces in their classroom.	• Not use negative or derogatory language. • Be brave and challenge any behaviour that threatens equality. • Accept and celebrate everyone in our school community regardless of any individual differences.
Accountability	• Assume responsibility for classroom behaviour and ensure appropriate follow up has been taken. • Accept when they have made mistakes. • Be committed to planning and delivering the best lessons they can, every day.	• Take charge of their learning both in school and at home. • Take responsibility for their behaviour in class, around school and in the local community. • Take advantage of many opportunities to develop themselves through enrichment and leadership as possible.
Togetherness	• Contribute toward trips and community events. • Have an open door policy, sharing thinking and techniques with others. • Support other staff and students in times of need as well as celebrating their successes.	• Always help and support others. • Encourage others to do the right thing. • Work as part of a team not just with their friends.



Appendix 5 – effective teacher strategies- focus of staff CPD

Behaviour Management Policy- effective teacher strategies

Clear Rules and Routines

At the heart of effective behaviour management is the establishment of clear rules and routines that create a calm, purposeful and predictable learning environment. Teachers should establish simple, positively worded expectations from the outset and explicitly teach classroom routines, including entering the room, transitions between activities and how students should seek support. Expectations will be revisited and practised regularly throughout the academic year to ensure that positive behaviours become embedded. Consistent routines help students feel secure and enable them to engage fully in their learning.

Assertive Teacher Language

All staff are expected to use assertive teacher language when communicating behavioural expectations. Instructions should be delivered calmly, confidently and concisely, avoiding emotional responses, sarcasm or lengthy explanations. Teachers should use clear statements rather than questions when directing students, reinforcing that expectations are non-negotiable whilst maintaining respect and professionalism. A calm and assertive approach supports positive relationships and promotes a culture of high expectations.

Take-Up Time

Teachers should provide students with appropriate take-up time when giving instructions. Once a direction has been given, staff should allow students an opportunity to comply

independently rather than demanding immediate compliance or remaining in close proximity. Providing thinking time preserves students' dignity, reduces opportunities for confrontation and encourages students to take responsibility for their behaviour and choices.

Partial Compliance

Where students demonstrate partial compliance, teachers will acknowledge the positive behaviours that are already being shown before restating the remaining expectation. For example, recognising that a student has turned to face the front before reminding them to open their book reinforces success whilst maintaining expectations. This approach helps to keep interactions constructive, positive and focused on improvement rather than conflict.

Tactical Ignoring

Staff are encouraged to use tactical ignoring where appropriate when responding to minor or attention-seeking behaviours. Not every behaviour requires immediate intervention, and strategically withholding attention can often prevent escalation. Teachers should focus on reinforcing positive behaviours and maintaining the learning environment, ensuring that tactical ignoring is used judiciously and never compromises the safety or learning of others.

Consistent Follow Through

Consistency is fundamental to effective behaviour management. Staff must apply expectations and consequences fairly, calmly and predictably. Consequences should only be communicated where they can and will be implemented. Teachers should avoid making empty threats and instead ensure that students understand that consequences are a natural and consistent outcome of behavioural choices. Behaviour should always be addressed separately from the individual, reinforcing that it is the behaviour being challenged rather than the student's character or worth.

Graduated Response

All staff must follow the school's graduated response to behaviour. Students should be given opportunities to make positive choices through a clear and consistent step-by-step approach. This process includes providing a clear direction, reminding students of the relevant expectation, issuing a second reminder that outlines the consequence of continued non-compliance and, where necessary, implementing the appropriate consequence or referral process. A graduated response ensures that behaviour is managed proportionately and fairly, preventing overreaction and promoting consistency across the school.

Repair and Restore

The school is committed to repairing relationships and restoring trust following behavioural incidents. Where appropriate, serious issues should be addressed privately rather than publicly. Follow-up conversations should support students in reflecting on their behaviour, understanding its impact and identifying how they can make more positive choices in the future. Behaviour management is fundamentally about learning and personal growth rather

than punishment, and restorative approaches play an important role in maintaining positive relationships within the school community.

Teacher Presence

Teachers are expected to maintain an active and purposeful presence within the classroom. Behaviour can often be positively influenced through strategic positioning, proximity and non-verbal communication such as eye contact and body language. Effective teacher presence helps prevent low-level disruption, reinforces expectations and enables staff to respond proactively before behaviour escalates. A calm and confident presence is a powerful behaviour management strategy that supports an orderly learning environment.

Emotional Self-Control

Effective behaviour management requires staff to demonstrate emotional self-control at all times. Teachers set the emotional tone of the classroom and are expected to remain calm, measured and professional when responding to challenging behaviour. Managing our own reactions is central to successfully managing the behaviour of others. By modelling composure and respect, staff help to create a positive culture in which students feel safe, supported and able to learn.

Conclusion

Through the consistent application of these behaviour management principles, the school aims to foster a learning environment that is calm, respectful and conducive to high levels of achievement. Positive behaviour is built upon clear expectations, strong relationships and consistent practice, ensuring that all students are supported to succeed both academically and personally.