



BEHAVIOUR POLICY

Whole School Vision, Practice and Procedures

Academic Year 2022-2023

Latest update: May 2023
Review: Autumn 2024

Vision

At Sweyne Park School, we want all pupils to be outstanding learners, be happy and healthy in their lives, achieve economic well-



Home School Agreement

The home school agreement is an opportunity for all key stakeholders, that is pupils, parents/carers and staff to understand the part they should be playing to ensure all pupils succeed at all levels. Parents/carers and pupils will receive a copy at the beginning of every academic year or when they join mid-year. Staff also receive a copy at the beginning of every academic year.

All pupils will be taught about the Behaviour Policy when they join the school. They are reminded of its principles, purpose and routines regularly throughout the academic year explicitly through assemblies. When we discuss our expectations with regard to behaviour we will frame it in terms of pupils being:

- Ready for learning;
- Respectful in their behaviours;
- Safe in their actions.

The Swayne Park School expects to secure the highest levels of success and self-esteem for each individual pupil through culture which respects people and therefore

Behaviour Policy

- Responding to all parental contact they are aware of within three working days.

Pupils are expected to secure the highest levels of success and self-esteem for themselves by:

- Treating staff, other pupils and parents/carers with dignity, kindness and respect at all times, in person and online;
- Completing tasks, home learning and coursework to the best of their ability;
- Meeting deadlines for work and other considerations;
- Achieving maximum and punctual attendance;
- Following school expectations on uniform;
- Following school expectations on behaviour outlined in the behaviour policy;
- Respecting the environment, including beyond the school gate and members of our local community;
- Behaving safely, including appropriate use of ICT in-school and with respect to the school community on social media;
- Not using mobiles phones or other mobile devices on the school site until after 3.05pm;
- Not bringing banned or barred items into school (see appendix 3 of the behaviour policy);
- Participating in enrichment/extension activities;
- Sharing information with parents, teachers and other pupils;
- Showing positive attitude to learning at all times.

To support pupils there are basic school rules which apply to all. These are:

- All pupils must have an eraser, black and other coloured pen, pencil, ruler, scientific calculator and be properly equipped for all lessons including PE and practical subjects;
- Pupils must not leave a classroom in lesson time without a note, which should be either from Pupil Services, a Permission to Leave Card or a Time Out Pass;
- Uniform will be worn at all times, including the Sixth Form - coats and/or hoodies/non-school jumpers should not be worn inside the building but instead placed in lockers;
- Behaviour in the corridors and in



- Allowing their child to be filmed or photographed for use in staff training activities and to celebrate pupil success in the wider community, including the school website (please let the school know if this is an issue).

Practice

The Swayne Park School Behaviour Policy is built on the underpinning principle of respect, and that respect should be given to all, at all times.

The Behaviour Policy's language reflects the need to keep the principle of respect at the forefront of everything that we do.

All new staff will receive training on the fundamentals of the behaviour policy as part of their induction
m



Consistency from staff – basic teaching expectations

Central to our practice is the setting of high expectations by all staff in an environment of mutual respect. The best strategy for effective classroom management is to plan imaginative, engaging lessons which challenge all learners. Expectations with regard to planning, routines and behaviour for learning is shown below.

For planning:

- P56 (t)-4 -0.001 /C2_8 BDC /TT2 1 Tft-sq31 (s)12 (war)-1 (niv)3 (e)-1 (,)1 (e)(n)-4 -1 (,)1 /TT,P5s,eca



Rewards

This section refers to the rewards policy and underpins the

Sanctions



E.g.: "David you have a respect reminder for talking but have not stopped so I am issuing a **classroom consequence** so that you and others can focus on their work."

The consequence is at the discretion of the teacher but could include actions such as:

- Moving the pupil within the classroom;
- Issuing additional work – this must be appropriate and beneficial to pupil development - requiring pupils to do mundane repetitive work merely to waste their time is not acceptable;

Cover supervisors/long term supply staff are responsible for consequences with support from CL/HoY. Daily supply staff will need support to implement consequences from CL/HoY.

Wherever possible, these sanction stages should be delivered ideally without an audience and in a 1:1 conversation with the pupil.

Stage Four - Removal from Class to a Saferoom

(Within the department or agreed class)

After a classroom consequence has been issued if a pupil still persists in undermining the learning environment to the detriment of others, or behaves in a dangerous/abusive way, then the teacher will need to make the decision to remove the pupil from the classroom. This should only be used as a last resort to:

- Restore order and calm following an unreasonably high level of disruption;
- Enable disruptive pupils to 0 Tw (v)7 (e)3(pie40.001 Tc (l)14 2u078j.001 Tw 0 -1.4 TD(e)-1 (n)-4 6)14 2u078 1



Stage Five – On Report

Heads of Year may decide, and should include consultations with the form tutor, and after informing parents, that a pupil needs to be put "On Report" because of their continual poor behaviour or lack of effort etc. This will require the pupil to present every teacher their report form at the beginning of each lesson and the member of staff is to sign and grade the pupil's input during the lesson. Should there be any indication that the pupil has not conducted her/himself as required then that pupil should attend a detention to make up for work not done and reflect on their behaviour choices.

Being placed on report can happen at any point and will



The Behaviour Policy – Key Principles and Sanctions Ladder

- As a UNICEF Rights Respecting School, we uphold the rights of all individuals and the values of freedom, respect and equality;
- We recognise that all members of our school community are responsible for their actions and the choices that they make at school and in the wider community;
- Consistency is key to securing good behaviour in our school and all staff are expected to adhere to the practices set out within this policy whilst accepting that there are many unique situations that require the application of common sense and professional judgement;
- First attention to good behaviour and appropriate praise builds good relationships;
- A common language is to be used by all, in particular:
 - RESPECT REMINDER
 - CLASSROOM CONSEQUENCE

Stage	Example of behaviours (this is not an exhaustive list and professional judgement should be applied)	Teacher/School actions
Stage 1	<ul style="list-style-type: none"> • Rudeness • Shouting out • Disobeying instructions (minor) • Inappropriate behaviour/comments (minor) • Lack of effort in class • Talking when asked not to • Lack of equipment 	<ul style="list-style-type: none"> • Respect reminder
Stage 2	<ul style="list-style-type: none"> • Continuation of stage 1 behaviours following respect reminder • Inappropriate uniform (tutor) • Having a mobile device out • Lateness to lesson (classroom teacher) 	<ul style="list-style-type: none"> • Classroom consequence such as: <ul style="list-style-type: none"> ○ Move seats ○ Additional work ○ Phone confiscation



be found in different places on the ladder. In every instance it is important for staff to establish the context of the behaviours before applying a sanction.

Use of reasonable force

This section refers to the positive handling, that is the use of reasonable force in schools, which closely follows the Essex Local Authority guidance on the use of physical intervention, including other physical contact, May 2011 for all Education establishments. "In the context of challenging behaviour, physical intervention with pupils is the positive use of "reasonable" force (no more than is needed) in order to avert danger by preventing or deflecting a pupils' action, or by removing the physical object which could be used to harm themselves or others. Force is usually used either to control or restrain. Control means either passive physical contact (standing between pupils) or restraint (physically holding in order to bring pupil under control.)" Because of the respect ethos at Sweyne Park School it shall be in only very rare circumstances that positive handling will ever be necessary, for example if a pupil is likely to serious harm themselves or likely to seriously harm another pupil.

1 (u)6 (p)-4-(h)6 (4 (6 (p)-4 (il i5 Tw 2.7 0 Td())T0.002 Tc 0.002 Tw 0.2 0 T(2 (y)TJ0 T



- A search may be made of a pupil's outer clothing, i.e. coats, pockets, hats, shoes, belt, scarves, gloves;
- Possessions such as bags and lockers may also searched in the presence of a pupil and other member of staff – they can only be searched without the pupil present if there is a perceived risk that serious harm will be caused to a person if the search is not conducted immediately.

If the pupil refuses the request to be searched the matter should be referred to the Headteacher/Deputy Headteacher/DSL immediately.

After the search:

- Dependent on what has been found, appropriate steps need to be taken – guidance should be sought from the Headteacher/Deputy Headteacher/DSL if required;
- The pupil's welfare should be considered and whether any further pastoral support may be required by them;
- Searches should be recorded on MyConcern; to include:
 - the date, time and location of the search;
 - which pupil was searched;
 - who conducted the search and any
 -

Behaviour Policy

- Abuse in intimate personal relationships between peers;



Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; (For further information about sexual violence see Annex 9 KCSIE and for further information about sexual harassment see Annex 13).
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

In terms of dealing with these issues, they should be referred to the Designated Safeguarding Lead immediately and considerations will be given to:

- The wishes of the victim in terms of how they want to proceed;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- Is the alleged incident is a one-off or a sustained pattern of abuse?;
- Are there ongoing risks to the victim, other children, adult pupils or school or college staff?;
- Other related issues and wider context.



Appendix 1 - BRIEF

The BRIEF model is rooted in a long-term approach that focuses on long-term changes, rather than quick fixes. The key to sustained impact is our focus on pupils' experiences in the classroom and building positive relationships.

Barriers

Understanding how barriers impact the outcomes for disadvantaged pupils is crucial for their success. Barriers can lie within school, with learners and their families.

What should you consider?

- Are barriers to learning identified for the disadvantaged pupils you teach?
- Are there pupils with multiple barriers to learning in your classes?
- Do you have an action plan to overcome these barriers?

Relationships

Relationships between adults and pupils, and between pupils and pupils matter. To be successful, disadvantaged pupils will need to feel like they belong to our school and in our classrooms. Multiple studies have shown that where relationships across schools are strong, the most disadvantaged pupils will thrive.

Independent learning

Train disadvantaged pupils to use meta cognition and self-

Behaviour Policy

- Plann -0 ann -0 ann gpupi (nn4 (a)s)16t/0 7d0 (w)d0 (i (nn4 (a)4 (a) 4 (nnd((ti (nn2 Typn th /Foot/e)TJ fe)TJe)TJ

