



# BEHAVIOUR POLICY

## Whole School Vision, Practice and Procedures

Academic Year 2024-2025

Latest update: September 2024  
Review Autumn 2025





Show respect to the environment and have pride in their school;  
Show natural appreciation of the environment and support of tutors and staff;  
Respect people within, and the environment of, the wider community;  
Be a role model when travelling to and from school, and in the wider community.

## Aims of the Policy

To realise the attitudes and behaviours listed above, which in turn will lead to outstanding pupil outcomes and well-rounded individuals;  
To ensure our school policy and practice complies with legal and statutory requirements;  
To ensure our Behaviour Policy and practice links with other policies, as appropriate, to ensure a coherent approach;  
To act as a framework for responsible actions to enable all pupils to be good ambassadors for the school at all times both in and outside of school;  
To support staff wellbeing by providing a clear, consistent, calm and systematic approach to dealing with behaviour.

Through our work as a Rights Respecting School and the implementation of this policy, we aim to realise our vision.

### Choice:

It is important to 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;  
We believe that good behaviour is a result of having high expectations for all and is achieved when everyone knows their own rights, their responsibilities towards others, applies a common approach to behaviour management and accepts they are responsible for the choices they make.

This policy should be read in conjunction with:

Safeguarding Policy with includes Child Protection Policy  
Teaching and Learning Policy – The Cornerstones  
Anti-Bullying Policy  
Use of Reasonable Force Advice  
Searching Screening and Confiscation Policy  
Relationships and Sexual Health Education Policy  
Staff Code of Conduct  
Keeping Children Safe in Education 2024 Part 1 and Appendix A  
Uniform Policy



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

- High expectations (achievements, attendance, punctuality and appearance);
- Trust, support, encouragement and rewards;
- Fairness and justice; rights and responsibilities;
- Teamwork;
- Competition, challenge and extracurricular opportunity;
- Reflection and evaluation;
- Continual improvement and learning;
- Weekly communication with parents/carers;
- Termly monitoring and assessment involving parents/carers;
- An awareness that along with their own rights they also have responsibilities towards others.

Within an environment that celebrates pupil achievement and is:

- Safe and secure;
- Open and welcoming;
- Stimulating and purposeful;
- Well resourced;
- Responsive to the community.

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

- Treating pupils and parents/carers with dignity, kindness and respect at all times, in person and online;
- Build positive relationships with pupils as this is fundamental to successful teaching and learning;
- Planning lessons that are interesting, engaging, appropriate to the age, ability and course requirements of the pupils they are teaching;
- Providing feedback in appropriate ways to support pupils' progress;
- Applying the School's policies, including this Behaviour Policy, in a fair and consistent manner;
- Contributing alongside their colleagues to extracurricular support and activities;
- 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 and showing a positive attitude to learning at all times.

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 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;

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

All



## Practice

The Sweyne 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 programme. There is regular training for all staff every academic year and those staff requiring additional support will be provided this through the Training Team.

### The language and fundamentals of building respect to support behaviour

Pupils will be introduced to the concept of "Ready, Respectful, Safe" at the start of every new academic term. At regular intervals the classroom ex      |    ex   f   |      f









This section is aimed at supporting pupils who demonstrate positive attitudes to learning, and to ensure other pupils do not have their rights infringed upon. Any sanctions applied should have a reframing/restorative element and aim to support the pupil back into the classroom. We recognise that the majority of pupils will choose to spend their time operating within the rewards framework and meeting our expectations. It is also recognised that of the pupils whose behaviour is viewed as unsatisfactory, only a small minority will move beyond the initial stages of intervention. The school reserves the right to issue a sanction as it deems necessary for any given incident in any given context. This may mean that a pupil will be given a consequence without the stages outlined below having all been implemented in order. This will depend on the pupil's behaviour and every situation is ultimately unique.

The school issues break, lunchtime and after-school detentions. Twenty-four hours' notice will be given for detentions after school or parental support obtained for no-notice detentions after-







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





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)

## Behaviour Policy

- Stage 4
- Continuation of stage 1-3 behaviours following classroom consequence and/or after setting of detention
  - Continued refusal to follow instructions including uniform
  - Intimidating/threatening behaviour/fighting (lower level)
  - Truancing
  - More than five minutes late to lesson



## 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





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. The School will assume that when a pupil refuses to be searched that they are in possession of a banned/barred item and will issues the appropriate sanction.

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;



These types of abuse are most likely to include, but may not be limited to:

Bullying (including cyberbullying, prejudice-based and discriminatory bullying);

Abuse in intimate personal relationships between peers;

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 (intentional sexual touching).; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

Sexual harassment means unwanted conduct of a sexual nature, 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,





## Appendix 2 - Mobile Device Policy - Guidance for Staff

Phones may not be used anywhere on the school site from the time that pupils arrive until 3.05pm. This includes the use of other mobile/Bluetooth devices. Should staff encounter a pupil using a mobile device the following protocols apply:

- x Confiscate the mobile devices and take to Pupil Services as soon as possible;  
Log the incident on Go 4 Schools.

If a pupil refuses to pass the device over then inform a member of the relevant Pastoral Team or Senior Team who will ensure that:

The pupil is isolated until they pass over the device;

If they still refuse to hand over the device a parental meeting should be called for the following morning and the device kept at home for the next week or handed in every morning.

If a pupil walks away from this isolation they will be suspended for either the remainder of the school day or for the following day.

**if a mobile phone** goes off during a lesson or tutor time, the phone should be removed and the above protocols applied.



In addition to the list above, the following items are barred from the school and pupils found to have them in their possession can expect to have them confiscated:

Energy drinks;

Chewing gum;

Glass bottles including perfume bottles;

Permanent marker pens;

Motorised scooters/bikes or similar;

Any item solely for the purpose of selling to others on-site, e.g. sweets, drinks

Mobile phones and/or headphones if a pupil has been barred from bringing them on-site