



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

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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,



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:

- Plan lessons which are engaging, differentiated, appropriate to the age, course requirements of the pupils and provide appropriate feedback;
- Employ the BRIEF strategy as appropriate (See appendix 1);
- Challenge pupils to take pride in their work and ensure we follow up on this;
- Ensure that pupils are sticking all loose sheets neatly into books;
- Apply the school's marking and feedback policy with all classes.

For routines:

- Ensure lessons start and finish in an orderly way;
- Meet and greet pupils at the door at the beginning of a lesson and see them safely out of the teaching room at the end;
- Ensure pupils do not leave your lesson unnecessarily – should this need arise they must have an out of class card/note;
- Pupils should never be allowed out of your lesson early;
- Be visible in corridors at lesson change overs in order to manage behaviour and ensure a safe and calm environment;
- Challenge and respond to inappropriate behaviour/language in and outside of lessons at all times.

For Behaviour for Learning (BfL):

- Employ a range of techniques, strategies and interventions to anticipate and prepare for behaviour issues, and deal with them in a calm manner that minimises disruption to learning. Staff need to develop their skills and prepare for behaviours as well as preparing the lesson;

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Rewards





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-school. Any examples of poor behaviour will be judged in context and appropriate sanctions will then be shared with the pupil (and family if appropriate). This principle also applies to pupils making malicious allegations against staff. It is important the pupil is aware of why a certain level of sanction has been given for their poor behaviour. For example, there may be a different sanction for a first-time occurrence compared to a build-up of poor behaviour or persistent low-level disruptions matched against a serious incident. Incidents are recorded on Go for Schools, hence the family are informed, and will be contacted directly in all examples of persistent low-level or one off more serious incidents, to be part of the process to identify the underlying cause for the behaviour and to work on strategies to improve their child's behaviour. As well as sanctions, pupils will be given positive strategies to help them manage themselves with the aim of developing their attitudes to



If a pupil does not modify their behaviour following a respect reminder, then they move into Stage Two. The responsibility for the consequence remains with the class teacher but they need to make it clear to the pupil that the behaviour is unacceptable the words "classroom consequence" need to be used.

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;

- Speaking with the pupil at the end of lesson, break, lunch or after school;

- Setting a 10-minute detention at the end of lesson for break, lunch or after school;

The behaviour and sanction should be recorded on Go4Schools.

Stage Three – 30-Minute Detention

Pupils can be placed in detentions for up to 10 minutes at the end of the school day without prior notice. (Although it is permitted by law to detain pupils for longer without prior notice, the school will endeavour to



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 be for a variety of reasons. It may be used to in a variety of ways but ultimately its purpose is to support a return back to acceptable behaviour.

Stage Five – Extended detention time and/or removal of 'free time'

This is an extended detention to be served during the week. Parents will be informed in advance of this sanction and the behaviour that resulted in it. Pupils may also lose their breaks and/or lunches if this is an appropriate sanction. They will of course, be allowed to buy and eat food, and have a comfort break as required.

Stage Six - Friday Night Detention

During the year, Friday night SLT detentions are held for serious breaches of the school expectations. These are set on the school calendar and overseen by a member of SLT between 3.05-5.30pm. Pupils are only placed in this detention following liaison between Heads of Year and Headteacher/Deputy Headteachers.

Stage Seven – Internal Isolation

Every pupil has a right to education. However, if their actions infringe on the rights of others, they may be temporarily given an alternative timetable. A pupil may be kept apart from the other pupils for a day or longer for continual misbehaviour or for a more serious disciplinary matter. The teacher who would have had the pupil during this time will be expected to set the work that is to be completed, and feedback given as required. This decision will be taken by the Senior Leadership Team and parents/carers will be informed in advance of this action.



The power to suspend from the school may be exercised only by the Headteacher (or the Deputy Headteacher in their absence). This responsibility obliges the Headteacher to use the sanction only in serious cases and careful consideration must be given to its use. Parents must be informed in writing of the period of suspension and the reasons for it. Our policy follows statutory guidance from the Department of Education.

Stage Nine – Meeting with Governors and Pastoral Support P

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<p>Stage 4</p>	<p>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 Inappropriate behaviour in the toilets</p>	<p>Removal from class to a saferoom Message will be sent home Set 60-minute detention after school Record on Go4Schools</p>
<p>Stage 5</p>	<p>Continuation of stage 1-4 behaviours in several classes or around the school Persistent inappropriate uniform Bullying – * –</p>	





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, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the target humiliation, distress or alarm;

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 target 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;

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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:

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.

Appendix 3 – Banned and Barred items

The following items are banned by the School and we will conduct a search in line with the guidance set out



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;

Nicotine products;

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

Other electronic devices, such as portable speakers, which are detrimental to maintaining high standards of behaviour and a safe environment;

Other items which could be deemed as detrimental to maintaining high standards of behaviour and a safe environment.

If any banned and/or barred items are found during a search, the school will use its discretion to confiscate, keep or destroy any item found provided it is reasonable in the circumstances. If any item is thought to be a weapon or illegal it will be passed to the police. Parents/carers will be informed of all searches that take place.