



— THE —
SWEYNE PARK
— SCHOOL —

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-being, be able to contribute to their local community and society in general, and be aware of their place within the global community.

Rights Respecting School

The Sweyne Park School is a UNICEF Rights Respecting School. As an institution it upholds the rights of all individuals and the values of freedom, respect and equality.

Every child has the **right to an education** (Article 28 of the United Nations Convention on the Rights of the Child) and to **develop and achieve their full potential** (Articles 6 and 29). The following policy has been designed to ensure that all pupils are able to fulfil their potential, becoming healthy, happy and successful young people in the process.

Abuse of an individual's human rights is an offence and is taken seriously by the school. Any behaviour which causes harm to another person and/or which damages the education of any child will be dealt with in the manner set out below.

Central to our school is a **culture based on respect**. We believe all pupils should have:

Respect for themselves, that is to say:

- Be confident of their value as an individual and within the community;
- Display self-confidence and have respect for themselves;
- Be confident of their identity, enabling them to display appropriate behaviour in different environments such as in class, within friendship groups or in the local community;
- Feel confident to express a desire for all to do well and know how to support others inside and outside of the classroom;
- Be able to manage themselves and instances of impulsive or risky behaviour;
- Develop a skill-set to deal with emotional outbursts and cope when occasions are not going well;
- Be sure of themselves, so they can adapt to different situations;
- Be self-motivated and driven by intrinsic reward;
- Understand the consequences of mistakes and be able to put this in perspective;
- Show genuine leadership (this could mean 'having the courage of one's convictions');
- Be willing to take a sensible risk and have the confidence to speak out where appropriate;
- Behave safely and feel safe;
- Act humanely because it is the right thing to do, and consider the viewpoints of others.

Respect for each other, that is to say:

- Treat others with dignity;
- Display genuine empathy and acceptance towards others;
- Be able to model positive behaviour to younger pupils and to their peers;



Respect for the environment/community, that is to say:

- 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 which 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
- Uniform Policy
- The Exclusions 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;
- 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 the stairwells should be sensible, pupils should adhere to any one-way requirements at all times and noise in the corridor should be kept to a minimum;
- Chewing gum and energy drinks are not allowed in school;
- Pupils in Years 7-11 must not leave the school site during the normal school day;
- There should be no graffiti on books or other property;
- Absence notes are required promptly after every absence as well as a phone call from home on every day of absence;
- Mobile phones/headphones/other mobile/Bluetooth devices –are not allowed to be used on the school site before 3.05pm.

Parents/carers are expected to support the school and their child in securing the highest levels of success and self-esteem by:

- Treating staff, other pupils and parents/carers with dignity, kindness and respect at all times, in person and online;
- Encouraging their child to have high expectations and to work to the best of their ability;
- Encouraging maximum attendance and punctuality;
- Ensuring that their child wears the correct school uniform (as outlined on the website);
- Reinforcing both sanctions and rewards in accordance with the school's behaviour policy;
- Supporting the school's home learning policy;
- Informing the school of matters likely to affect their child's progress;
- Attending parents' evenings, school events and meetings;



- 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 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 expectations, that is "Ready, Respectful, Safe", need to be revisited with classes and through assemblies.

In order to both maintain a culture of respect, and to support our own wellbeing it is crucial to establish and support a positive environment, underpinned by positive interactions and relationships with pupils. This is at the heart not only of the behaviour policy, but at the heart of what Sweyne Park stands for as a school.

We believe that to maintain a positive environment which focuses on good relationships we must develop and implement the following:

- Consistent, calm adult behaviour – that is being consistent in our interactions with pupils, remaining calm and in control of our own behaviours which in turn supports our own wellbeing;
- First attention to best conduct – that is actively seeking opportunities to appropriately praise and recognise good behaviour to build a positive environment;
- Relentless routines – that is ensuring that we apply the practice outlined within this policy appropriately and relentlessly and our classroom routines are simple, clear and consistent;
- Scripting difficult interventions – that is having a script for dealing with difficult situations to ensure a consistent and less emotionally charged response;
- Restorative/reframing conversations – taking personal responsibility for following up incidents and looking to positively move on from them.

We have staff in school with appropriate training to support the understanding and implementation of all of these areas should it be required.



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 slip/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;
- Ensure that wherever possible, first attention is given to good behaviour;
- Late pupils should make up this time after the lesson or at a suitably appropriate time;
- Ensure pupils are focused on activities – they should be attentive within, and respectful of, the learning environment and they need to be challenged if they are not;
- Challenge uniform issues in a fair, sensitive and non-confrontational way – to support this, tutors should check uniform regularly and where there is an issue, give pupils a blue slip and work with them, and the HoY as required, to an appropriate solution.



Rewards

This section refers to the rewards policy and underpins the Sweyne Park School belief that a positive attitude to learning and excellent behaviour in and outside school should be rewarded. However, ultimately, we aim to encourage pupils to be self-motivated and driven by intrinsic rewards. In addition to celebration of pupils' achievements through the year assemblies the school also organises these award ceremonies.

There will be separate awards evenings for Years 7-10. Presentation of awards including: Departmental Achievement and Progress Awards; Tutor Group awards for overall effort, 100% attendance, most Positive Points and Head of Year Contribution to the Community or Contribution to the School awards.

Year 11 will have a Celebration Assembly towards the end of their academic year and Year 13 will celebrate their achievements during the December after their academic year.

Prefect's assembly for Year 10 & 12 at which new prefects are awarded their ties and badges to celebrate their achievements.

Pupils' positive actions and achievements are celebrated in weekly assemblies and cohorts will present and discuss their work at a weekly Headteacher's Achievement Time.

Pupils' positive actions will in addition be recorded on Go 4 Schools, this will then generate rewards, each tutor group will display an incentive sheet that will outline how many positive points are needed to gain the next level of reward. Each year group has a different scale of points and rewards.

At Key Stage 4, pupils receive letters praising coursework or extended learning pieces.

One of the best ways to recognise pupil's success is to call home or send a postcard, letter or email. It is an excellent way to acknowledge when pupils have done some excellent work or acted in a way worthy of note. It also helps to build relationships with parents.

Sanctions

This section is aimed at supporting individual pupils 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. The family will be contacted 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 learning and school life in general. Staff including the Non-Teaching Assistant Heads of Year, HoYs, SENCO and those in Learning Development may be used to provide support for those pupils with additional needs where those needs might affect their behaviour.

Sanctions are progressive and dependent on the individual pupil, and will be recorded on Go4Schools to be shared with Curriculum Leaders/Heads of Year to ensure follow up. Sanctions such as those listed in this policy may also be applied to cases of poor behaviour, including bullying, which occur beyond the school gates. Where incidents or situations require the input of CLs/HoYs/SLT, actions and next steps should be fed back to the original member of staff.

Stage One – Respect Reminder

If pupils are not responding to behaviour for learning strategies (basic teaching expectations) staff will issue a verbal warning. The words "**RESPECT REMINDER**" need to be used.

E.g.: "David I am going to ask you again to stop talking so that you and others can focus on their work. This is your RESPECT REMINDER."

Stage Two – Classroom Consequence

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 contact parents giving parents 24 hours’ notice.) Notice is to be given by entry in Go4Schools.

In the main, pupils should be kept in detention during the day i.e. at break and lunch times. Keeping the child out of circulation during their social time at school is likely to be very effective and means that the staff do not have to give up their own time after school to supervise pupils. The work that is set for pupils in detention should be relevant and educational; however, there may be occasions when a pupil is expected to do tasks which are restorative with regard to the behaviour e.g. cleaning desks if they have written on them etc. After school detentions can then be a follow-on from those mentioned above and other colleagues can be called upon to assist e.g. Curriculum Leaders, SLT etc.

Should a detention be set the following stages need to be followed to ensure consistency:

- Record in incident (and by so the detention) on Go4Schools.

If a pupil fails to attend then:

- Parents should be advised by phone by the classroom teacher;
- The failure to attend the detention should be recorded in Go4Schools;
- The detention should be reset but for an extended time with CL/HoY/SLT support as required.

Cover Staff

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 be taken to a place where education can be continued in a managed environment;

This is a very serious step and the teacher must ensure they:

- Send for the member of SLT/Middle/Pastoral Leader on duty via Pupil Services;
- Give work to the pupil so their education can continue;
- Log the incident on Go4Schools;
- Have a reframing/restorative conversation with the pupil, ideally before they return to the lesson – CLs must monitor and support.

It is also possible that a pupil commits a '**serious offence**' as a one-off for which an immediate removal would be appropriate.

The SLT/Middle/Pastoral Leader relocating the pupil must:

- Take the pupil without question – any follow up should come after the lesson;
- Ensure the pupil has appropriate work to continue their education;
- Ensure the saferoom is an appropriate environment and stay and settle the pupil before leaving;
- The member of staff on-duty may decide it is not appropriate to place the removed pupil within the department but instead find alternative arrangements;
- Inform Pupil Services so this can be centrally logged if they did not already know.

If the pupil refuses to leave, then the class should be relocated elsewhere and the member of staff stay with the pupil until the end of the lesson.

Centralised Detentions

If a pupil truant a lesson or is removed, they will be expected to attend a Centralised detention the following day, from 3.15-4.15pm. In these circumstances:

- Parents/carers will be informed of the Centralised Detention via email;
- The member of staff who has had a pupil removed will log this on Go4Schools;
- Missing a Centralised Detention will lead to Internal Isolation (see below).



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 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 Six – Headteacher’s 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. Staff will be given as much notice as possible so that they can prepare appropriate work.

Pupils will be completely removed from contact with other pupils and work in an appropriate place away from others. They will spend their break and lunch time in isolation.

In general, pupils will be placed in Internal Isolation for one of four reasons:

- Failure to improve after interventions have been put in place or failure to adhere to the terms of an intervention to monitor behaviour;
- As part of a considered response to an incident, or persistent disruption of learning;
- Multiple room removals and/or truancy in one day;
- Failure to attend Centralised Detentions.

A return to learning meeting should take place with the HoY and pupil (and parent if appropriate) as soon as possible.



Stage Eight – Suspension (previously known as Fixed Term Exclusion)

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 Head 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 Plan

Repeated breaches of the Behaviour Policy and/or suspensions may result in an initial meeting with a Governor (pre-Pastoral Support Plan Meeting (PSP)) or the pupil and family appearing at a PSP Meeting including:

- SLT representative for the year;
- Deputy Headteacher for Pastoral matters;
- Head of Year;
- Governors from the Pupil Disciplinary Committee.

This will be to discuss the situation in which the pupil finds her/himself. When a pupil has been seen by this group they will be expected to attend “follow up” meetings throughout the process and a review meeting at the end of the 16-week programme.

Stage Ten - Permanent Exclusion

The ultimate sanction is for the Headteacher to exclude a pupil from the school. If this decision is made, the case is then presented to a Governors’ Panel to ensure the decision is the appropriate one.

It is normally a final step, after all available strategies have been exhausted (possibly including managed moves and/or CSS referral). However, a permanent exclusion decision can be based solely on a one-off event that is serious enough to warrant a permanent exclusion. For example, this sanction may be used as a result of:

- Serious actual or threatened violence against another pupil or member of staff;
- Sexual abuse or assault;
- Carrying an offensive weapon;
- Possession of and/or supplying an illegal drug and/or being in possession of drug paraphernalia;
- Persistent and defiant misbehaviour including bullying, such as but not limited to, racist, homophobic, misogynistic/misandric bullying;
- Malicious allegations against a member of staff.

(The police will be involved if a criminal act may have taken place as a result of any of the above)

In the event of a permanent exclusion, the school will follow the most recent Department for Education guidelines regarding due process and our own Exclusions Policy.



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 call home ○ Discussion at the end of lesson/break/lunch/end of day ○ 10-minute detention ○ Record on Go4Schools ○ Mobile devices will be immediately confiscated
Stage 3	<ul style="list-style-type: none"> • Continuation of stage 1 and/or 2 behaviours following classroom consequence • Not completing HW • Failure to bring PE kit/Cooking ingredients • Significant incident of rudeness, failing to follow instructions, inappropriate behaviours • Persistent inappropriate uniform (Tutor/HoY) 	<ul style="list-style-type: none"> • 30-minute detention after school • Record on Go4Schools



Stage 4*	<ul style="list-style-type: none"> Continuation of stage 1-3 behaviours following classroom consequence and/or after setting of detention Continued refusal to follow instructions Intimidating/threatening behaviour/fighting (lower level) 	<ul style="list-style-type: none"> Removal from class to a saferoom 60-minute detention Record on Go4Schools HoY Detention
Stage 5	<ul style="list-style-type: none"> Continuation of stage 1-4 behaviours in several classes or around the school Persistent inappropriate uniform Off site without permission Vaping/smoking on school site or to and from school (First offence) Bullying – first offence 	<ul style="list-style-type: none"> Parents informed by phone Centralised 60-minute detention after school Record on Go4Schools
Stage 6	<p>Persistent/repeated breaches of the behaviour policy including:</p> <ul style="list-style-type: none"> Persistent disruption of lessons 	<ul style="list-style-type: none"> Parents informed by phone and where necessary meeting arranged with HoY/SLT
Stage 7	<ul style="list-style-type: none"> Persistent bullying Persistent truanting of lessons 	<ul style="list-style-type: none"> Record on Go4Schools
Stage 8-10	<p>Significant one-off incidents such as:</p> <ul style="list-style-type: none"> Verbal abuse of staff Malicious allegations against a member of staff Absolute refusal to follow instructions Taking/distributing images of other pupils within and/or outside of school that on the balance of probability are likely to upset, offend, humiliate Discrimination, discriminatory comments, sexual harassment, sexual abuse and sexual violence Threatening/intimidating behaviour Fighting Theft Assault of another pupil Serious safeguarding breach Serious misuse of social media Vandalism Bringing illegal, banned, barred items onto the school site Bringing the school into disrepute Other incident of very poor behaviour (not covered above) 	<ul style="list-style-type: none"> Headteacher's Friday night detention Internal isolation External suspension Parental reintegration meeting Meet with Governors and placed on a Pastoral Support Programme Directed off-site for education Permanent exclusion

Common sense and professional judgement need to be used when considering the frequency, severity and consequence of poor behaviour and the level of sanction applied which is why some types of behaviours can



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.

A written report is passed to the Headteacher including who was involved, what happened, the level of force and any action taken after the event. The parents will be informed and the Headteacher will then report incident to the Governors.

Further guidance can be found in Use of Reasonable Force DfE July 2013 and can be found on the DfE Website and the Staff Room area of Microsoft Teams in Key Policies and Guidance.

Searching, Screening and Confiscation

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in Appendix 3.

Any search requires two members of staff to be present, with the one carrying out the search the same sex as the pupil being searched.

Searches for banned items needs to have one member of SLT present. Searches for barred items can be conducted by a HoY. Assistant HoYs are authorised to support in the searching of pupils.

Before the search takes place, the following should occur:

- Reasonable grounds for the search be established;
- Risk assess how urgent the search is;
- Explain to the pupil why and how the search is required and will be undertaken.

During the search:

- An appropriate location, away from other pupils should be found;
- The search should be led by a member of staff the same sex as the pupil;
- Two members of staff must be present as above;



- 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 other adults or pupils present;
 - what was being searched for;
 - the reason for searching;
 - what items, if any, were found; and
 - what follow-up action was taken as a consequence of the search.
- Parents should be informed.

Further guidance can be found in Searching, Screening and Confiscation DfE July 2022 and can be found on the DfE Website and the Staff Room area of Microsoft Teams in Key Policies and Guidance.

Child-on-Child Abuse (Peer-on-Peer Abuse)

As part of our behaviour Policy we recognise that on very rare occasions child-on-child abuse takes place. It is important to understand what this means and **act in all instances, no matter how small they might seem.** It can happen both inside and outside of school or college and online. If staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We educate pupils through our CPE curriculum, assemblies and the very nature of the behaviour policy as to why child-on-child abuse is wrong, how to recognise and report it.



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-regulation (managing one's own motivation towards learning) approaches, to help them think about their own learning more explicitly. Research indicates that these approaches have high levels of impact, with pupils making an average of eight months' additional progress.

What should you consider?

- Teaching approaches which encourage learners to plan, monitor and evaluate their learning;
- Teaching how to monitor: Have you asked pupils to consider where the task might go wrong? Have you asked the pupils to identify the key steps for keeping the task on track?;
- Teaching how to evaluate: Have you asked pupils to consider how they would improve their approach to the task if they completed it again?.

Expectations

Having high expectations is critically important. It is expected that all children are expected to make the necessary progress to attain well. 'Expected progress' (or even better than 'expected progress') can still lead to underachievement if starting points are low or if progress has been disrupted.

Feedback

Feedback should aim to (and be capable of) producing an improvement in pupils' learning. This feedback can be verbal, written, or can be given through tests etc. Feedback studies show that it can have very high effects on learning.

What should you consider?

- Ensuring that feedback is specific, accurate, and clear (e.g., "It was good because" rather than just "correct");
- Comparing what a pupil is doing right now with what they have done wrong before (e.g., "I can see you were focused on improving X as it is much better than last time's Y");
- Providing specific guidance on how to improve;

- Planning how pupils will action the feedback received.



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 with HoY/SLT until they pass over the device;
- If they still refuse to hand over the device a parental meeting should be called for the following meeting 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 if we believe a pupil may have them in their possession:

- Knives or weapons;
- Alcohol;
- Illegal drugs and/or drugs paraphernalia;
- Stolen items;
- Tobacco/cigarette papers and/or vapes and vaping paraphernalia;
- Fireworks;
- Pornographic images;
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property



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
- 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 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 it will be passed to the police. Parents/carers will be informed of all searches that take place. Searches will be carried out in accordance with the most recent guidance from the DfE as outlined above.