



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.

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 _____ (Article 28 of the United Nations Convention on the Rights of the Child) and to _____ (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 _____. We believe all pupils should have:

- 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



Behaviour Policy

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

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.

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 0.000fq0.000008875 0 5



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.

- 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.

- 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 you

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



E.g.: "David you have a respect reminder for talking but have not stopped so I am issuing a 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;



Heads of Year may decide, and should include consultations with the form tutor, and after informing parents, that a pupil needs to be

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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:

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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.

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





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 forcible or discriminatory



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.

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

- 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 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.

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.

- 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?.

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 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



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.

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

