



Swanshurst School

BEHAVIOUR & EXCLUSIONS POLICY

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Date	Version	Reason for change	Source
25.06.2024	V1.1	Updates	Mrs S. Fletcher (Deputy Headteacher) Approved M Dunn

1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2023](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix G)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

3.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing board
 - › Giving due consideration to the school's statement of behaviour principles (appendix G) ›
- Approving this policy
- › Ensuring that the school environment encourages positive behaviour
 - › Ensuring that staff deal effectively with poor behaviour
 - › Monitoring that the policy is implemented by staff consistently with all groups of pupils
 - › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
 - › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
 - › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
 - › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
 - › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

3.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

3.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

3.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

4 BEHAVIOUR POLICY

- 4.1. Swanshurst School aims to ensure every child feels valued and known within an ethos of mutual respect and kindness in a calm and purposeful environment. We believe that the outstanding learning opportunities that our pupils receive contributes to their excellent progress and behaviour.
- 4.2 Our aim is that all staff have a responsibility to understand and support our pupils by maintaining a consistent and positive approach to managing pupil behaviour in and out of the classroom and developing appropriate supportive relationships with pupils. This is encompassed in the Swanshurst Way as it identifies the expectations of pupil behaviour and the consequences for not meeting them.
- 4.3 We aim to provide the highest quality education, maintaining a disciplined, caring environment in which **teachers can teach and pupils can learn.**

Our Behaviour Policy rests on a set of shared values known as the Swanshurst Way:

- The right of all members of the school and wider community to be treated with dignity and respect.
- The right of all members of the school and wider community to work in a clean, well- resourced and well-cared for physical environment.
- The right of all members of the school and wider community to be safe and secure at all times from any threat to their personal well-being as well as any form of abuse or harassment.
- The right of all members of the school and wider community to be able to learn and develop free from disruption.

- 4.4 The schools Behaviour Policy is summarised through The Swanshurst Way, the aims of our Behaviour Policy are:

- To create a supportive and safe environment in which teaching, and learning can flourish, and pupils can all achieve their potential.
- To create an environment where pupils feel safe, have an open culture to share any concerns.
- To help pupils gain an understanding of the expectations of the wider community with respect to their behaviour.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their actions.
- To celebrate the successes of our pupils through a consistent approach to rewards.
- To create a climate of mutual respect amongst all the stakeholders of Swanshurst School.
- To have a consistent approach to tackling unacceptable behaviour.
- To have a consistent approach to the sanctions that are used when dealing with unacceptable behaviour.

4.5 In line with the school's Behaviour Policy, pupils may be disciplined if they fail to follow the Swanshurst Way or during the following situations:

- Taking part in any school organised or school related activity including online use
- Travelling to and from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.
- Could have repercussions for the orderly running of school.
- Poses a threat to another pupil or member of public.
- Could adversely affect the reputation of the school.

4.6 The most important principle of our Behaviour Policy is that we should all treat each other, as we ourselves would wish to be treated. We encourage respect for everyone as an individual, making sure our words and actions do not cause inconvenience or offence to anyone. Swanshurst School's Home School Agreement encompasses our shared values and is signed by parents, pupils, and school (appendix A).

4.7 All teachers use the following in-lesson sequence:

- a. Model, remind, articulate expectations.
- b. Warn (and flex for additional needs where necessary and appropriate to do so)
- c. Sanction
- d. Escalate

4.8 On admission to the school, all parents and pupils sign the school's Home-School Agreement (appendix A) and agree to support the school in this regard. To safeguard their own rights and the rights of others, it is necessary for all members of the school community to accept a number of responsibilities.

4.9 Communication with Parents/Carers will be via Edulink. Parent/Carers will receive information on the following:

- Attendance.
- Punctuality.
- Recognition points.
- Sanctions.
- School reports.
- Other communication as required.

4.10 Staff will consider pupil's additional needs when deciding over which appropriate sanction should be given. Additional needs include:

- A child who has SEND (even if they do not have an EHCP).
- A child who is looked after (LAC).

- A child who is previously looked after (PLAC).
- A child with a social worker.
- A child who is a young carer.
- A child who is in a private fostering arrangement.

Any other additional needs identified by Swanshurst school.

2. Internal Isolations, Referrals and Suspensions

- 2.1 A suspension, is where a pupil is temporarily removed from the school. Swanshurst School follows the DfE guidance on suspensions and permanent exclusions.
<https://www.gov.uk/government/publications/school-exclusion>
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (May 2023).
- 2.2 The Headteacher alone has the right to suspend a pupil.
- 2.3 As part of our suspension process, we will investigate the incident before making any decision on whether to suspend a pupil. The investigation will aim to take statements from all parties involved before a decision on a suspension is made. Where a pupil is on the SEND register reasonable adjustments will be made and considered when investigating the incident. However, on occasions this may not be possible, and a decision will be made based on the balance of probability or due to a oneoff incident.
- 2.4 Where a pupil is suspended, Swanshurst School will make reasonable efforts to provide work and marking through Edulink. Swanshurst School also recommend the use of Oaks Academy for additional work.
- 2.5 Swanshurst School will endeavour to put support strategies in place to ensure that a pupil is not in danger of being suspended. (Appendix D)
- 2.6 Through consultation with teaching and support staff, the pastoral team will implement targeted intervention for pupils, taking account of contextual information such as SEND and/or the involvement of children's social care. This is to support pupils who may be identified as having specific behavioural difficulties; this may include a referral to other external agencies and Early Help.
- 2.7 Suspensions may be used in the following situations:
 All suspensions will be made on the balance of probability that is referenced on page 11 bullet 3 of the DfE document, '*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*' (May 2023).
 'When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.'
- As a sanction for inappropriate behaviour.
 - To remove a child from school to protect other children/staff.
 - To ensure learning continues for other pupils.
 - To reinforce the high standards of the school
 - To improve a pupil's behaviour.
 - Any other appropriate reason that meets the threshold for a suspension.
- 2.8 Suspension is a serious sanction and should have a salutary effect on other pupils as well as the offender. An alternative to suspension is a referral to our internal Isolation, where pupils are placed in the school's isolation room. Wherever appropriate, internal interventions and/or external agencies may be involved to support a pupil. Pupils are expected to successfully spend time in the Isolation room. School will implement strategies to support a child's return to lessons following their time in isolation or after a suspension. (see 12.5)
Intent for Isolation at Swanshurst School

To uphold our values and enforce our Swanshurst way we believe that at times some of our pupils need a separate location that allows them to continue with their curriculum but also having a set requirement where they remain focused and on task with staff supervision and support always available.

Whilst pupils are in the isolation room, they are provided with a set structure as well as a bespoke packages of next steps that is differentiated to meet their needs in order to refocus them back on track and successfully avoid any further time in the isolation room.

2.9 Suspension from school is most effective when:

- Parents support the suspension.
- Parents are also expected to ensure that their child is not in a public place during school hours as this may incur a penalty notice from the Local Authority.
- Pupils are expected to complete work provided whilst at home.

2.10 It is not always possible to follow a range of sanctions. Serious situations, albeit first-time offence for a pupil, could result in a permanent exclusion.

3. Passports (Off Site Direction), Managed Moves and Alternative Provision

3.1 A passport is for a pupil who may need time where a break from Swanshurst School is needed, especially if behaviour does not improve even after appropriate and targeted intervention has taken place. The South Network will agree to a passport process meaning that a pupil will go to another school for around 6 weeks (this may vary depending on the child's needs). During this time Swanshurst School will still be responsible for the pupil's behaviour and will sanction any unacceptable behaviour appropriately. As part of the review process once the placement is coming to an end, alternative options may be considered, including a managed move on a permanent basis (if a pupil is in a mainstream school).

3.2 A managed move is an alternative method of support to a permanent exclusion and should be agreed by all parties including parents / carers, the Local Authority and the receiving school. Once a pupil leaves us on a managed move they will not, unless exceptional circumstances apply, return to Swanshurst School until they are taken on roll by the new school they have been allocated or are permanently excluded.

3.3 On occasions Swanshurst School may decide as a method of support to send a pupil to an alternative provision. The use of this alternative provision will be decided on a case-by-case basis. Any pupil who is sent to an alternative provision provider will still remain on roll at Swanshurst School and they will need to meet our expectations in terms of behaviour and progress. If they do not, this could lead to the placement ending and the pupil being permanently excluded.

4. Permanent Exclusion

4.1 Where appropriate, Parent/Carers will be invited to attend a governor's final warning meeting as part of the process for pupils whose behaviour continues to be persistently disruptive.

4.2 A permanent exclusion is when a pupil is no longer allowed to attend Swanshurst school (unless the pupil is reinstated see section 6)

The decision to exclude a pupil permanently should only be taken:

In response to a serious breach or persistent disruptive behaviour of the school's Behaviour Policy. Where allowing a pupil to remain in the school would seriously harm the education or welfare of the pupil or others such as staff or pupils in school.

- 4.3 Swanshurst School will make reasonable efforts to set and mark work for the first 5 days of an exclusion using Edulink or Oaks Academy online, after which the Local Authority are responsible for provision from the 6th day.
- 4.4 Where a decision has been made to permanently exclude, the school without delay will notify the social worker and/or virtual school, as applicable.

5. Reasons and Recording Exclusions

- 5.1 The headteacher will use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

6. Cancelling Exclusions

- 6.1 The headteacher may cancel an exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board.
- 6.2 Where an exclusion is cancelled, then:
- Parents, the governing board, and the LA will be notified without delay and, if relevant, the social worker and VSH;
 - Parents will be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
 - School will report to the governing board once per term on the number of exclusions which have been cancelled. This will include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and.
 - The pupil will be allowed back into school, or an alternative provision will be made.

7. Searching Screening and Confiscation

- 7.1 Swanshurst School uses the following document for advice: 'Searching, Screening and Confiscation, July 2022' by the Department for Education:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- 7.2 Swanshurst will not tolerate any dangerous items brought onto school site, this includes drugs, alcohol, weapons (or items intended for use as a weapon). If it is deemed that items threaten the safety or well-being of any member of the school or wider community these items will be confiscated, and the police may be involved.
- 7.3 Any found item(s) which are prohibited will be handed over to the police and the Permanent Exclusion of the pupil will be considered.

- 7.4 Legislation allows Swanshurst Leadership Team to search pupils without consent if it is believed that a pupil has brought into school any prohibited item(s). Prohibited items could include such things as; weapons, knives, alcohol, illegal drugs, stolen items. **The list is not exhaustive.**
- 7.5 Our ability to discipline pupils and maintain an orderly and safe environment in school can, on occasion, rely on the confiscation of items from pupils. Any item that is confiscated is placed in a 'Quarantined Property Envelope' and placed in the school safe. Parents are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement may be made for the pupils to either take the item home at the end of the school day, or for parents to collect the item(s) from school reception. If a confiscated item is not collected within 4 weeks, the items may be disposed of. **Any prohibited items that are confiscated may be disposed of at the school's discretion.**

8. Mobile Phones

8.1 Please see our Mobile Phone Policy.

8.2 At Swanshurst School **Mobile Phones must be switched off and never seen during the school day.** If a pupil is seen with a mobile phone in school, it will be confiscated. Legislation allows Swanshurst Leadership Team to search the contents of a mobile phone, brought into school by a pupil, without parental consent. If a pupil refuses to comply, then the phone will be retained, and the pupil will be placed in isolation or suspended depending on the severity of the incident until parents are met with to discuss the incident.

8.3 In accordance with section 76 - 79 of 'Searching, Screening and Confiscation, July 2022' by the Department for Education.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

- 76. If a member of staff finds any image, data, or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.
- 77. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State in paragraphs 78 and 79 below.
- 78. In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.
- 79. In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

9. Drugs and Weapons

9.1 Drugs are any substances, which cause chemical and other changes to the mind and body. Legal drugs include medicines, alcohol, vapes and tobacco. Illegal drugs are classed under the Misuse of Drugs Act 1971 including Class A, B and C Drugs.

9.2 It **MUST** be noted that any pupil bringing illegal drugs on site, or anything suspected to be drugs, will be in danger of being permanently excluded. The school will automatically contact the police in any drugs related incident.

- 9.3 Parents or wider family listed on Sims / Edulink will be contacted on the same day in a drug related incident where practicable and safeguarding procedures will be invoked in drug related incidents where a child is at risk.
- 9.4 Any member of staff concerned about a pupil and drugs misuse will contact the child's pastoral leadership and they are to follow our safeguarding policy.
- 9.5 Should a pupil be found on the school site under the influence of drugs or alcohol, the school will contact parents immediately and may contact Children's Services. Parents will be expected to collect their child immediately. The school will reserve the right to inform the Police and consider permanent exclusion.
- 9.6 Any pupil who is suspected of having a weapon on them will be searched by members of the leadership team and this will be recorded on the pupil's file.
- 9.7 Pupils who are found to have brought a weapon on to the school site may be suspended or permanently excluded. The school may also refer the pupil to the police and following Birmingham City Council guidelines the local authority will be informed.

10. Power to use Reasonable Force

- 10.1 Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property to maintain good order and discipline in the classroom.
- 10.2 This is in accordance with the following document:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- 10.3 The Headteacher or their representative, together with an authorised member of staff may also use such force as is reasonable given the circumstance when conducting a search without consent for knives weapons, alcohol, illegal drugs, stolen items, vapes, tobacco and cigarette papers, fireworks, pornographic images, or article that have been or could be used to commit an offence or cause them.
- 10.4 All incidents that require the use of reasonable force are recorded chronologically in the 'Reasonable Force Book' and the Designated Safeguarding Lead or their Assistant will review the incident and decide whether reasonable force has been used. Any incident that is defined as not being 'reasonable force' will be followed up appropriately.

11. Harmful Sexual Behaviour

- 11.1 Swanshurst school has introduced new behaviour sanctions as a result of the OFSTED document, Review of sexual abuse on schools and colleges. The sanctions reflect the sexual behaviour continuum that defines harmful sexual behaviour. Swanshurst school operates a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated.

Definition	Sanction
Inappropriate	This will be based on the context that the abuse took place as per the definition. The sanction could include, restorative justice, a detention, contact home or any other sanction that is considered appropriate.
Problematic	If the behaviour matches this definition the pupil could receive, leadership detention, internal or external exclusion. Parent/Carers would be informed and it could also include other areas of the behaviour policy such as bullying. A referral to external agencies (including Children's Social Care) may be made.
Abusive	If the behaviour matches the definition, the police will be informed,

	Parent/Carers will be contacted and a fixed term exclusion will be given following the behaviour policy guidelines. A referral to external agencies (including Children's Social Care) will be made.
Violent	If the behaviour matches the definition, the police will be contacted and the pupil may face permanent exclusion following the behaviour policy guidelines. A referral to external agencies (including Children's Social Care) will be made.

11.2 All incidents of harmful sexual abuse will be recorded on 'CPOMs' our safeguarding management system as well as our behaviour management system 'Edulink'. This data will be shared with the Governing Body on a termly basis.

11.3 In accordance DfE guidance on suspensions and permanent exclusions paragraph 26

<https://www.gov.uk/government/publications/school-exclusion>

Section 5 of Keeping Children Safe in Education sets out the safeguarding process for cases of reports that relate to rape or assault by penetration and those that lead to a conviction or caution: "When there has been a report of sexual violence, the designated safeguarding lead will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis." As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, Swanshurst School will follow general safeguarding principles as found in Keeping Children Safe in Education.

12. Reintegration After a Suspension, Internal Isolation or Passport (Off Site Direction)

12.1 Swanshurst School will support pupils to reintegrate successfully into school life and full-time education following a suspension or period on a passport. A reintegration strategy will be put in place that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with our school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

12.2 The reintegration strategy will be clearly communicated at the reintegration meeting before or at the beginning of the pupil's return to school. Where possible this meeting will include the pupil's parents/ carers. To ensure ongoing progress, the strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents / carers, and other relevant parties.

12.3 Where necessary, we will work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, learning mentors, social worker, mental health learning mentor, educational psychologists or the safeguarding team, to identify if the pupil has any SEND and/or health needs.

12.4 A part-time timetable will only be used as a last resort to support a pupil and will only be in place for the shortest time necessary. Any pastoral support programme or other agreement will have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision.

12.5 Swanshurst School will consider a range of measures to enable the pupil's successful reintegration which may include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;
- Daily contact with a designated pastoral professional in-school.
- Use of a report card with personalised targets leading to personalised rewards.
- Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress.

- Planned pastoral interventions.
- Mentoring by a trusted adult or a local mentoring charity.
- Regular reviews with the pupil and parents / carers to praise progress being made and raise and address any concerns at an early stage.
- Informing the pupil, parents / carers, and staff of potential external support.
- Review of their pupil profile (for pupils with SEND)

13. Key stage 4 to POST 16 transition

- 13.1 Pupils have the opportunity to move from Key stage 4 to the Sixth Form. To be accepted in to our Sixth Form we expect our pupils to have excellent attendance, punctuality, and behaviour record. If a pupil has not met our expectations, we will consider their place in the Sixth Form based on the recommendation of the year 11 pastoral team.
- 13.2 External pupils will also have to meet our entry requirements to be accepted in to the Sixth Form.
- 13.3 In the Sixth Form, we expect all our pupils to move from one year to the next if they have made sufficient progress and they have excellent attendance, punctuality, and behaviour record.
- 13.4 If a pupil is not meeting our expectations, they will be informed, and their parents / carers will be met with by a member of the Sixth Form team to discuss what support can be offered to enable the pupil to complete their course. However, if the support is unsuccessful or rejected, support will be then offered to the pupil to find alternative provision.

14. Rewarding Positive Behaviour

- 14.1 Recognition points based on our values are given by all staff to pupils who perform above and beyond of what is expected of them. We use the term recognition as a way of noticing the positives in our pupils for wanting to play an active role in our school and wanting to achieve their potential. Please see Rewards Ladder (Appendix E)
- 14.2 Swanshurst have a Pupil Pledge which is linked to Swanshurst Values. (Appendix F)
- All pupils in each year have a list of 30 activities which gives opportunities for pupils to develop their talents and interests extending pupils beyond the academic.
 - Pupils are prepared for life in modern Britain, and understand how to be responsible, active citizens that contribute positively to society.

15. Staff Induction, Development and Support

- 15.1 Staff induction will ensure that staff are clear of the Behaviour Policy and procedures including all linked policies.
- 15.2 All staff will be given relevant training during CPD sessions to ensure consistency is in line with the behaviour policy.
- 15.3 Relevant pastoral staff and SEND staff will receive further specific training to support pupils with more additional needs.

Appendix A – Home School Agreement



Swanshurst Home School Agreement

Swanshurst School recognises that the successful development of its pupils depends on an effective partnership of school, students and parents. All three parties share responsibility for the development and achievement of each pupil. Together, we commit ourselves to the following:

Swanshurst School will:	As parent/carer, I/we will:	As a student, I will:
<ul style="list-style-type: none"> • Have high expectations for all our students • Ensure that all students have the same opportunities, support and guidance to achieve their full potential • Provide a safe learning environment that is stimulating and challenging • Ensure your child is taught well everyday • Treat everyone with respect and promote tolerance through our open culture • Contact parents to celebrate success • Give parents access to Edulink in order to allow parents to monitor their child's progress • Be open and welcoming at all times and offer opportunities for students to become involved in the life of the school • Provide students with opportunities to meet the Swanshurst Pledge • Have zero tolerance approach to Bullying, Discrimination (of any kind), Violence, Defiance and the use or possession of Drugs, alcohol or tobacco (including 'vapes') 	<ul style="list-style-type: none"> • Ensure that my child attends school every day, on time, in the correct uniform and is properly equipped for the day • Support the above by actively screening and monitoring my child's social media activity as well as use of school laptops whilst they are at home • Agree to the school's attendance policy including informing the school on the first day of absence • Provide a supportive environment that enables my child to complete homework • Attend all relevant parents'/information events • Support the school in implementing its behaviour policy as well as the step consequence ladder • Make sure that the school is aware of any concerns or problems that might affect my child's learning • Talk to my child about their day at school • Encourage my child to participate in all pledge opportunities offered by the school • Support the school's zero tolerance approach to Bullying, Discrimination (of any kind), Bullying, Violence, Defiance and the use or possession of Drugs, alcohol or tobacco (including 'vapes') 	<ul style="list-style-type: none"> • Arrive at school every day at 8:30am, wearing my uniform with pride and with the right mindset to learn • Behave well at all times, lead by example, and be a positive ambassador for Swanshurst School • Follow the Swanshurst Way in order to reach my full potential first time and every time • Treat everyone with respect, (including online safety) regardless of culture, race, beliefs and values. I will encourage and support and show the Swanshurst values • Strive for success in everything I do and ask for support when needed • Have a positive attitude and maintain high expectations of myself • To accept responsibility for my actions • Show a willingness to learn by completing work on time and to the best of my ability • Involve myself in additional responsibilities provided by the school through the pupil pledge • Show pride in my school, respect its environment and encourage others to do so
<p>Signed by Form Tutor</p> <p>Date</p>	<p>Signed by parent/carer</p> <p>Date</p>	<p>Signed by student (printed)</p> <p>Date</p>

The Swanshurst Way



SWANS For Staff

Show Respect

I will always

- Model excellent behavior
- Correct & challenge inappropriate language
- Flex for SEND pupils; lower the barriers not the bar

Strive for Success

I will always

- Ensure all pupils are challenged & stretched (SEND & PP 1st)
- Have high expectations of all pupils
- Insist on pride in work output & presentation

Willingness to Learn

I will always

- Give clear instructions
- Check equipment & planners at the start of lesson
- Flex for SEND pupils; lower the barriers not the bar
 - Use the whiteboard to display logs & recognition points as well as check that detentions are recorded in planners

Notice the Positive

I will always

- Praise expectation using a 6:1 ratio
- Notice the positives & acknowledge them using the whiteboard for all sub groups in particular pupil premium & SEND
- Refer to our Swanshurst Values

Arrival

I will always

- Insist on readiness to learn before entering; appearance, equipment, mindset
- Meet and greet standing at the door
 - Make eye contact with pupils
 - Ensure that I direct pupils to starter activity

Creative | Aspirational | Reflective | Resilient | Independent | Confident Communicators | Kind & Respectful

SWANS For Pupils



Show Respect I will always

- Wear our uniform with pride
- Use appropriate language
 - Say please & thank you
 - Show good manners

Strive for Success I will always

- Try every question or task set
 - Take pride in my work
 - Take risks in further supporting my learning
 - Be resilient

The Swanshurst Way

Willingness to Learn I will always

- Show a willingness to learn
- Engage with the resources & task set
 - Ensure my equipment & planner is out on the desk
 - Watch my teacher & follow instructions

Notice the Positive I will always

- Demonstrate our Swanshurst Values
- Do something positive each lesson
 - Be noticed for the right things
 - Encourage & support others

Arrival I will always

- Arrive with the right mindset to learn
 - Greet my teacher
- Complete the task or activity set to the best of my ability, without delay
 - Sit up & pay attention

Creative | Aspirational | Reflective | Resilient | Independent | Confident Communicators | Kind & Respectful



The Swanshurst Way

Our Way	Pupil Expectations	Staff Expectations	Learning Logs
S Show Respect	<ul style="list-style-type: none"> Wear our uniform with pride Show good manners Say please and thank you Use appropriate language 	<ul style="list-style-type: none"> Model excellent behavior Correct and challenge inappropriate language Flex for SEND pupils; lower the barriers not the bar 	<p>Logged</p> <p>Lack of respect or unacceptable uniform</p> <ul style="list-style-type: none"> Issue with uniform Issue with mobile phone Pupil name displayed on whiteboard
W Willingness to Learn	<ul style="list-style-type: none"> Show a willingness to learn Get your equipment out Engage with the resources and task set Watch your teacher and follow instructions 	<ul style="list-style-type: none"> Give clear instructions Check equipment Use the whiteboard to display logs and recognition points Flex for SEND pupils; lower the barriers not the bar 	<p>Logged</p> <p>Lack of respect, or lack of equipment</p> <ul style="list-style-type: none"> Failure to follow instructions 30 or 60 minute selected for detention Pupil name displayed on whiteboard
A Arrival	<ul style="list-style-type: none"> Arrive ready to learn (uniform, equipment and a positive mindset) Greet your teacher Sit up and pay attention Complete the task or activity set without delay 	<ul style="list-style-type: none"> Meet & greet standing at your door Insist on readiness to learn before entering; uniform, equipment and mindset Make eye contact with pupils Direct pupils to starter activity 	<p>Logged - Arrival</p> <p>Late to lesson or punctuality to school</p> <ul style="list-style-type: none"> Pupil name displayed on whiteboard Punctuality to school detentions will be set centrally Teacher to set detention for late arrival
N Notice the Positive	<ul style="list-style-type: none"> Be noticed for the right things Do something positive to get you noticed Encourage and support each other Demonstrate our Swanshurst Values 	<ul style="list-style-type: none"> Praise expectation using a 6:1 ratio Notice the positives and acknowledge them using the whiteboard Refer to our Swanshurst Values 	<p>Logged</p> <p>as RP add comment</p> <ul style="list-style-type: none"> RPSR, RPWL or RPSS Pupil name displayed on whiteboard
S Strive for Success	<ul style="list-style-type: none"> Try every question or task set Be resilient Take risks Take pride in your work 	<ul style="list-style-type: none"> Challenge all pupils (SEND & PP 1st) Have high expectations of all pupils Insist on pride in work output and presentation 	<p>Logged</p> <p>Failure to strive for success</p> <ul style="list-style-type: none"> 30 or 60 minute selected for detention Pupil name displayed on whiteboard

The Swanshurst Consequence Ladder



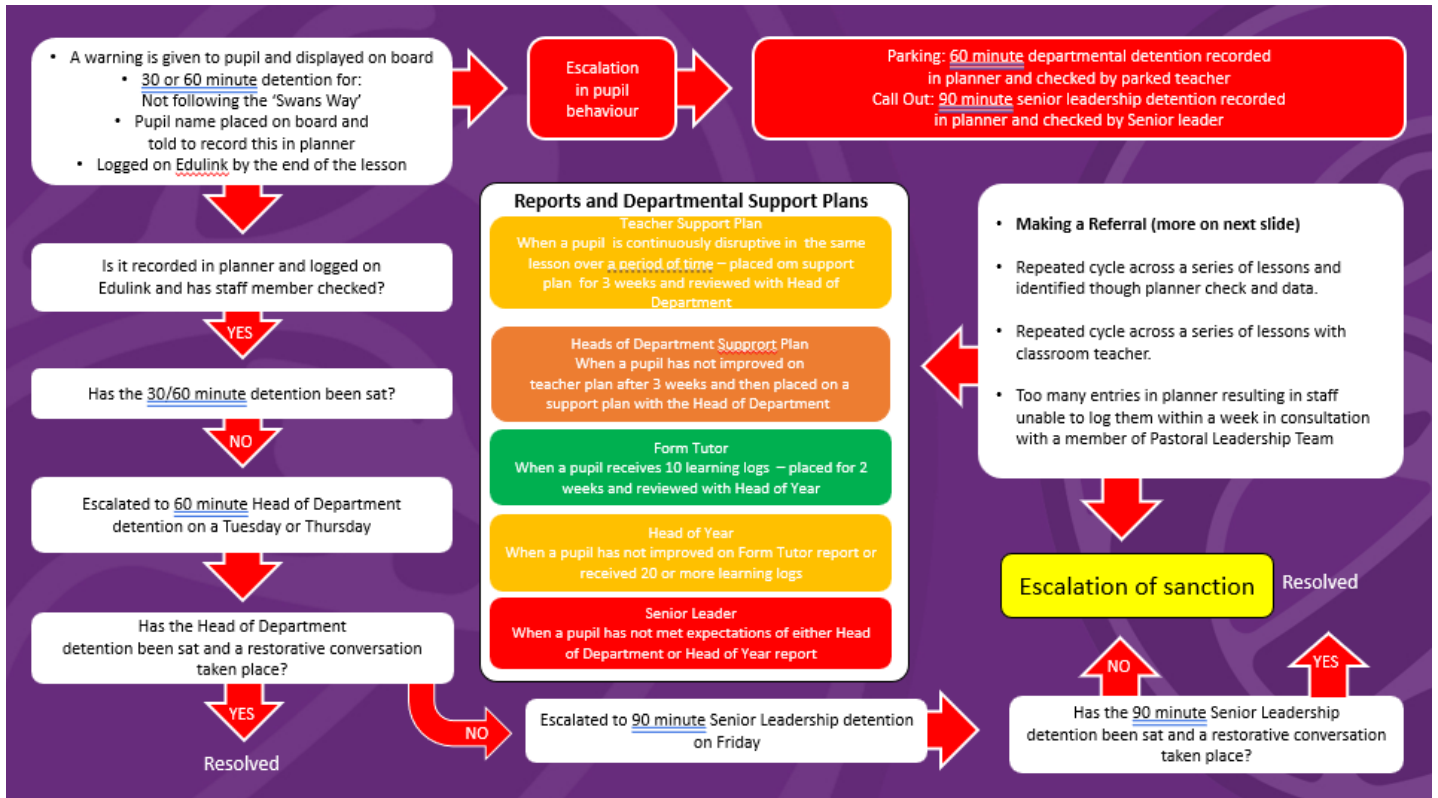
At Swanshurst we have high expectations of behaviour for learning. The consequence ladder below is non-exhaustive and acts as a guide to the level and type of behaviour that will incur consequences. Staff will issue consequences at their discretion. It may be that behaviour listed at a certain level below is deemed to be, in instances, more or less serious and a higher or lower consequence will be issued.

<p>Name written on board</p> <ul style="list-style-type: none"> Failure to follow an instruction or displaying unacceptable behaviour Failure to follow the Brilliant Basics/Swanshurst Way/Swanshurst Values 	WARNING
<p>Name written on board and detention recorded on Edulink Pupil to write detention in planner</p> <ul style="list-style-type: none"> Repeatedly failing to follow an instruction or displaying unacceptable behaviour Repeatedly failing to follow the Brilliant Basics/Swanshurst Way/Swanshurst Values 	SUBJECT DETENTION 30/60 MINUTES
<p>Name written on board and detention recorded on Edulink Pupil to write detention in planner</p> <ul style="list-style-type: none"> Arrival late to school after morning form time or late 3 times or more in a week Refusal to follow uniform/dress code/standards/mobile phone policy Failure to engage with reports 	PASTORAL DETENTION 30/60 MINUTES
<p>Pupil spoken to by teacher and detention recorded on Edulink Pupil to write detention in planner</p> <ul style="list-style-type: none"> Parked in a lesson by subject teacher Failure to attend subject detention 	HOD DETENTION 60 MINUTES
<p>Pupil spoken to by senior staff, pastoral staff, or HoD Pupil to write detention in planner</p> <ul style="list-style-type: none"> Failure to attend 60 minute pastoral detention or HoD detention Member of staff called to deal with serious disruption to lesson Constant refusal to follow uniform/dress code/standards/mobile phone policy 	LEADERSHIP DETENTION 90 MINUTES
<p>Pupil spoken to by pastoral staff and message sent to parents via Edulink to attend same day detention. Arrival at the start of lunch.</p> <ul style="list-style-type: none"> Arrival late to school during form time 	LUNCHTIME PUNCTUALITY DETENTION 20 MINUTES
<p>Pupil and parents spoken to by pastoral staff Arrival at arranged time by member of staff</p> <ul style="list-style-type: none"> Truancy (in and out of school) Not following the Swanshurst Way during break or lunch time Damage or disrespect to school property or equipment Repeat or escalation of behaviour previously sanctioned 	LOSS OF SOCIAL TIME 1 TO 5 DAYS
<p>Pupil and parents spoken to by pastoral staff the day before sanction is issued</p> <ul style="list-style-type: none"> Cultural intolerance/discriminatory language/bullying Physical assault towards staff and/or pupils Inappropriate use of computer equipment (including misuse of internet) Smoking or possession of smoking paraphernalia (vapes) and/or alcohol Repeat or escalation of behaviour previously sanctioned 	ISOLATION/SUSPENSION 1 TO 5 DAYS
<p>Permanent exclusion</p> <ul style="list-style-type: none"> Bringing a weapon in to school, possession and/or use of illegal drugs An extreme breach of the school rules risking health and safety as well as the safeguarding of other pupils and staff Sexual abuse or assault Bringing the school name into disrepute through criminal behaviour 	PERMANENT EXCLUSION

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Behaviour Flow Chart (added restorative)

Prior to issuing a log, pupils are given a warning and name is placed on board if the pupil fails to improve behaviour then the following will apply:



Behaviour Logs

Staff	Behaviour logs and sanctions
Teacher	<p>Phone call to parents /carers.</p> <p>On support plan with teacher for 2 – 4 weeks.</p> <p>Share plan with pupil every lesson and issue appropriate sanction such as Departmental detention 60 minutes after school.</p> <p>Support plan shared with parents/carers at the end of each week.</p> <p>Comments made on support plan by teacher to communicate to parents/carers.</p> <p>Teacher to contact Head of Department if there are specific areas of concern and hand support plan to them.</p> <p>Liaise with Pastoral / SEN team for additional support as required.</p>
Head of Department	<p>Phone call to parents /carers.</p> <p>On support plan with Head of Department for 2-4 weeks. (2 cycles). Set personalised targets and rewards.</p> <p>Show support plan to Head of Department every lesson or Departmental detention 60 minutes after school.</p> <p>Support plan shared with parents /carers at the end of of each week.</p> <p>Comments made on support plan by teacher to communicate to parents /carers.</p> <p>Head of Department to contact Senior Leader if there are specific areas of concern.</p> <p>Liaise with Pastoral / SEN team for additional support as required.</p> <p>Liaising with the Pastoral team to invite parents / carers in to meet and discuss behaviour as well as hand over both teacher and Head of Department support plan to then be placed in pupil's file.</p>
Tutor	<p>Phone call to parents /carers.</p> <p>Liaising with the Pastoral team to invite parents / carers in to meet and discuss behaviour.</p> <p>On report with tutor for 2- 4 weeks. Set personalised targets personalised with parents / pupil. Homework report</p> <p>Show report to tutor every day.</p> <p>Report shown to parents /carers every day.</p> <p>Comments made on report by tutor to communicate to parents/carers.</p> <p>Tutor to contact subject teacher(s) if there are specific areas of concern.</p> <p>Attend catch up homework club.</p> <p>Liaise with Pastoral /SEN team for additional support as required.</p>

Head of Year and / or Leader Team	Phone call to parents /carers. Meeting with parents /carers. Referral made for targeted intervention through the Hub. On report with Head of Year / Leadership Team (2 cycles) for 2-6 weeks.
	Personalised targets and rewards with parents / pupil. Show report to Head of Year / Leadership Team every day or receive a detention of 60 minutes or 90 minutes after school. Report shown to parents /carers every day. Comments made on report by Head of Year / Senior Leadership to communicate to parents /carers. Head of Year / Leadership Team to contact subject teacher(s) if there are specific areas of concern. Attend catch up homework club. Liaise with outside agencies as required. Off-site direction and alternative provision options discussed to avoid permanent exclusion. Educational visits privilege under review and maybe withdrawn. Refocus / Suspensions requested as required.

It is important that our pupils understand that they will be supported if they make a mistake, however we will not tolerate continuous disobedience and it will be dealt with as required.

All formal detentions are after school, and parents will receive notice via Edulink with detentions also recorded in planner by the pupils.

	Definition:	Sanction:
Late to lesson	<ul style="list-style-type: none"> Being late to lesson will initiate a consequence unless accompanied by a note authorised by a member of staff. Repeated instances of lateness will be followed up through daily and weekly reporting by the form tutor and a punctuality report. This may then result in a referral to the pastoral team if punctuality does not improve. 	<p>30-minute Classroom teacher detention</p> <p>Failure to attend will result in 60-minute Head of Department detention to take place.</p>
Failing to show respect	<p>Issued when either:</p> <ul style="list-style-type: none"> A pupil has failed to follow an instruction in lesson A pupil has displayed unacceptable behaviour in lesson This is after a warning has been issued 	<p>30-minute detention with Classroom teacher</p> <p>Failure to attend will result in a Head of Department 60 minute detention to take place.</p>
Failing to strive for success	<p>Issued when either:</p> <ul style="list-style-type: none"> A pupil has failed to complete the set work A pupil has not completed work to the best of their ability Presentation is unacceptable A pupil has failed to hand in a piece of homework on time and they have not agreed an extension with the teacher. This is after a warning has been issued 	<p>30-minute detention with Classroom Teacher</p> <p>Failure to attend will result in a Head of Department 60 minute detention to take place.</p>
Repeat refusal (failing to show respect / failing to strive for success)	<p>Issued when:</p> <ul style="list-style-type: none"> A pupil has continued to fail in completing the set work after being issued a 30 minute detention. A pupil has failed to follow instructions after being issued a 30 minute detention A pupil has repeatedly not completed work to the best of their ability and the presentation is therefore unacceptable. 	<p>Pupil is then parked in a nearby classroom and a referral is made an appropriate sanction will be given in accordance with the consequence ladder</p>
Severe act of poor behaviour:	<p>Issued when either:</p> <ul style="list-style-type: none"> Pupil refuses to be parked Physical assault towards and adult or peer Verbal assault towards an adult or a peer Vandalism Health and Safety rules have been ignored 	<p>Referral to be made and an appropriate sanction will be given in accordance with the consequence ladder</p>

Detention System

	Lunchtime	Teacher	Head of Department	Pastoral	Leadership
Monday	√	√		√	
Tuesday	√	√	√	√	
Wednesday	√	√		√	
Thursday	√	√	√	√	
Friday	√	√		√	√

- Teachers can log a detention on any day but must check the child's planner first to ensure they are not double booked.
- Escalation can be dealt with in 1 week (2 Heads of Department detentions to allow this to work – feedback needed)
- Form tutors can refer to HOY when they see planner entries for detentions are full for a child.
- Lunchtimes are for late to school and social time issues.

Appendix D Support Strategies used by Swanshurst

Pastoral Support and Intervention			Leaders at Swans work towards:
<p>SEND Department</p> <p>Wave 1</p> <p>QFT OPP RA conversations Nuture room/ mindfulness</p>	<p>HOY</p> <p>Strategic overview of year group inc behaviour, attendance, punctuality and all interventions</p>	<p>Learning Mentor Support</p> <p>Workshops Self Esteem Anxiety Gender identity & sexuality Anger management & behaviour Eating disorders Attendance & Punctuality Staying safe online Social media misuse Social/emotional and mental health Self care Friends for Youth (Yr 7 & 8) Parenting Raising Aspirations Homework Club Raising Achievement Bereavement 1:1 support</p>	<p>Ensuring that pupils with particular needs: show demonstrable improvement attendance and behaviour.</p>
<p>Wave 2 – short period of intervention</p> <p>Targeted homework club SEND homework club Dyslexia intervention Social anxiety group (MH nurse) Social skills group Nuture room/mindfulness</p>	<p>DHOY</p> <p>Attendance & punctuality targeted groups Identification of Fast Track pupils</p>		<p>Recognising and acting to address any patterns that exist (including link to safeguarding as a reason for poor behaviour)</p>
<p>Wave 3 Supported Learning with adapted timetable</p> <p>Targeted homework club SEND homework club Dyslexia intervention Social anxiety group (MH nurse) Social skills group Fresh Start Language and narrative programme SALT Ed Psych Life Skills Communication & Autism team Pupil Support Services Nuture room/ mindfulness FTB referrals</p>	<p>Social Worker</p> <p>Parental support CASS referrals Early Help Referrals Attendance & punctuality support CIN & CP meetings STRAT Meetings VIPS Young carers</p>		<p>Using alternative strategies to exclusion and taking account of any safeguarding risks, making tenacious attempts to engage local support services</p>
	<p>Mental Health Learning Mentor</p> <p>Pupil group workshops FTB referrals & MHST lead contact Staff training Whole School Mental Health and Wellbeing strategy VIPs</p>	<p>Meetings & Communication</p> <p>TAC meetings – 1st PSHE lesson of each month to inc key stakeholders Safeguarding Supervision Meetings – 1 per half term for DSLs Pastoral Team meetings – 2 per half term Year team meetings – 1 per half term</p>	<p>Analysing and responding to, pupils' behaviour over time</p>
			<p>Careful analysis of the effectiveness of fixed-term and internal exclusions, including the rates and reasons for exclusion</p>
			<p>Timely and robust follow up and support for fixed-term excluded pupils</p>
			<p>Ensuring the views of parents, staff, and those with responsibility for governance and other stakeholders is taken and acted upon</p>

Student support at Swanshurst

Classroom Support (Teacher and Heads of Department)	Pupil Support Hub (Learning Mentors)	Pastoral Support (Head of Year Deputy Head of Year and SLT)	Learning Support (SENDCO Deputy SENCO and RAAs)	External Support
Brilliant Basics of Form Brilliant Basics for Assembly Form tutor Report Positive Report Attendance report Meet and Greet at door Planners and PREP Noticing the positives Warning and use of white boards Issuing a behaviour log Subject Detention and restorative Head of Department Detention Parking in Department On Call Leadership Detention Referral made to Pastoral Team SEND Referral made to LS Parental contact	Building Resilience Breaking the Behaviour Cycle Positive Thinking Developing Good structure and Routine Me and My Anxiety My Personalised Revision Journey Body Positivity and Self Esteem British Values and Culture Healthy Relationships Anger Management Hope and Aspirations Emotional Literacy and Mental Health Support One to One Mentoring Mediation Form Time Mindfulness Resilience programme	HOY/DHOY/SLT Report Referral made to PSH Referral made to LS Parental Contact Lesson drop ins and check ins TAC meetings Round Robins Shout outs and WOW awards One to one support Pastoral Detention Leadership Detention Isolation Room Suspension 6-week passport Managed Move Early Help Assessment Return to school Package	Targeted RAA support in lesson One Page profiles Social communication support LEXIA (Literacy support) Small group reading support Colored overlays Small group literacy support ACCESS arrangements for exams Time out and calm down space in nurture room One to one SEND Learning support One to one Provision Review with RAAs Small group phonics intervention Small group Autism Support Colored Lanyards for sensory difficulties Fiddle Toys to support concentrations Taks boards in lessons Adaptation of Language Specialised SEND Provision	Early Help Support Family connect Support MHST Young Carers Barnodos FTB (CAMHS) Community counselling services Educational Psychology Pupil and School Support CAT Team West Midlands SALT Family Support Worker RSPCA therapy School Police Panel Acquired Brain Injury Trust Birmingham's Children hospital James Brindley School

Parent Workshops:

Sleep Hygiene/Positive Mental Health and Self Care/ Self Harm/Attendance/ No violent resistance/ Exams and study skills/Online safety

The Swanshurst *Reward* Ladder



Recognition Points (RPs) are given by all staff to pupils who perform above and beyond of what is expected of them. We use the term recognition as a way of noticing the positives in our pupils who play an active role in our school, and want to achieve their potential.

END OF YEAR	<p><i>Yearly Awards, End of Year Trip, Prom, Oscars Awards</i></p> <ul style="list-style-type: none"> • Demonstrating excellent Swanshurst Values • 100% attendance • No lates in a week • No logs • Completion of Pupil Pledge activities
TERMLY	<p><i>Seasonal Treat with the Headteacher</i></p> <ul style="list-style-type: none"> • Top 3 pupils selected by Head of Year who have demonstrated excellent Swanshurst Values • 100% attendance • No lates in a week • No logs • Completion of Pupil Pledge activities
TERMLY	<p><i>End of Term Reward organised by Head of Year</i></p> <ul style="list-style-type: none"> • All pupils who have demonstrated excellent Swanshurst Values • 100% attendance • No lates in a week • No logs • Completion of Pupil Pledge activities
HALF TERMLY	<p><i>Raffle Prize issued by Head of Year in Celebration Assembly</i></p> <ul style="list-style-type: none"> • For demonstrating Swanshurst Values out of lessons
HALF TERMLY	<p><i>Group prizes selected by Head of Year</i></p> <ul style="list-style-type: none"> • Most improved pupils based on Attendance, Punctuality and Behaviour • Presentation of bronze, silver, gold and platinum badges based on Pupil Pledge completion.
WEEKLY	<p><i>Recognition Point for Attendance and/or Punctuality issued by Form Tutors</i></p> <ul style="list-style-type: none"> • 100% attendance • No lates in a week
WEEKLY	<p><i>Phone call home, praise postcards, shoutout in assembly, SwanshurstCan nominations, Jump the Queue pass, WOW awards</i></p> <ul style="list-style-type: none"> • Demonstrating excellent Swanshurst Values both in and out of lessons • Sharing good news
DAILY	<p><i>Recognition Point and note issued</i></p> <ul style="list-style-type: none"> • Demonstrating Swanshurst Values out of lessons
DAILY	<p><i>Recognition Point</i></p> <ul style="list-style-type: none"> • Demonstrating Swanshurst Values in lessons

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Appendix F Swanshurst Pledge (example Year 7)

Swanshurst Pledge for Year 7

 Complete 15 Pledges

 Complete 25 Pledges

 Complete 35 Pledges

 All 40 Pledges

KIND & RESPECTFUL

- Support a school event (e.g. Parents' Evening or Open Evening)
- Participate in an activity that will support my own and others' wellbeing
- Take part in an organised environmental activity (e.g. walked/cycled to school)
- Celebrate the achievements of others (e.g. shout outs or assembly)
- Celebrate Culture Day
- Contributed to a charity event
- Be an advocate for anti-bullying

RESILIENT

- 95%+ attendance for a term
- No late marks for a term (including lessons)
- Have joined an extra-curricular club and attended a minimum of six sessions
- Have identified an area I have found difficult and shown a growth mind set to overcome my difficulties
- Create and follow a revision timetable

REFLECTIVE

- Attend Parents' Evening
- Attend settling in day
- Write a reflection detailing all I have achieved this year
- Ensure I complete my student voice thoughtfully
- Write a letter to myself about what I would like to achieve by the end of the year.

CONFIDENT COMMUNICATOR

- Take part in a presentation
- Play an active role in my tutor group
- Lead a group in a learning activity
- Speak to someone new
- Be a student receptionist

INDEPENDENT

- Become a student leader
- Participate in 3 or more school trips
- Research possible careers
- Take a book out of the Library every half term
- Show visitors around school

CREATIVE

- Write a letter to a Year 6 student
- Have a piece of my work publicly displayed
- Play a musical instrument
- Add your thoughts onto the expressions boards
- Take part in a STEM activity
- Be involved in a problem solving activity

ASPIRATIONAL

- Nominated for an Oscars award
- Complete DofE award or Cadets programme
- Have an active part in a school performance
- Have a whole school leadership role
- Appear in #SwanshurstCan
- Receive a postcard home
- Receive a Values Token

Behaviour Policy Appendix G: Written statement of behaviour principles

At Swanshurst School we are committed to improving longer term outcomes and life chances of all our pupils. Our school values, rules and ethos underpin our relationships, curriculum and policies.

We have a set of Swanshurst Values which are at the heart of all we do. We aim to develop learners who are:

- Aspirational
- Resilient
- Reflective
- Creative
- Confident Communicators
- Kind & Respectful
- Independent

Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- The behaviour policy is understood by pupils/staff with rewards, sanctions and reasonable force being used consistently, proportionally, and reasonably, considering SEND, disability and the needs of vulnerable children, and offering support as necessary
- All adults have high standards and expectations of behaviour, they always set an excellent example to pupils
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours
- Every incident of bullying or harassment reported will be investigated and measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness
- The behaviour policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed-term suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in managing and maintaining excellent standards of behaviour to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence, threatening behaviour or the possession of prohibited items will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Swanshurst Governing Body annually.