



Chadwell St Mary Primary School

Trust Behaviour Policy 2026-27

Approved by Trust Board July 2026

To be reviewed July 2027

The aim of the SWECET Behaviour Policy is to promote responsible and respectful behaviour across all SWECET Schools. All Trust Schools will embed the following principles.

Chadwell St Mary's Behaviour for Learning and Conduct Protocol guides and determines how this policy is implemented practically to support and manage pupils' behaviour.

We will:

- Work in partnership with Parents/Carers and other stakeholders to build positive relationships providing a shared ownership that is effective and strengthens SWECET;
- Develop an inclusive culture based on trust and mutual respect where differences are acknowledged, celebrated and individuality is valued;
- Create an environment to support the development of resilient pupils, providing excellent learning opportunities to enable them to become positive, responsible and increasingly independent members of their school and the wider community;
- Secure an environment in which pupils develop and achieve their full potential; intellectually, emotionally, socially, physically and spiritually.
- Foster a culture of consistency where staff are skilled, confident and committed to challenge pupils to take ownership of their behaviour for learning, self-responsibility and the impact that their behaviour has on others.
- Continually develop pupils' aspirations and their participation in society to enable them to become active citizens and achieve economic well-being.

To achieve success, it is recognised and accepted by all stakeholders that our pupils are led by example. All adults and pupils will model our values, understand and take responsibility for their own behaviour and the impact it has on others and in the wider community.

Managing pupil behaviour is everyone's responsibility. Trust schools will develop and implement bespoke procedures and processes to establish and maintain high standards of behaviour that reflect the context, values and ethos of the individual school, all underpinned by the core principles of the Trust.

Staff are responsible for;

- Managing pupil behaviour (it is everyone's responsibility).
- Being role models of positive behaviour
- Reminding pupils of non-negotiables or ground rules regularly
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team in each trust school will support staff in ensuring that they take ownership in responding to behaviour incidents.

The legal framework:

Teachers' Powers

- This power also applies to all paid staff with responsibility for pupils, such as teaching/learning support assistants (unless the Head Teacher says otherwise)
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- Teachers can discipline pupils at any time the pupils is in school or elsewhere under the charge of a teacher, including educational visits
- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. In certain circumstances this will include pupils out of school uniform outside of school hours
- Teachers have the power to impose detention outside of school hours (secondary schools)
- Teachers can confiscate pupils' property

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose sanction on that pupil
- To be lawful, the sanction (including detentions in secondary schools) must satisfy the following three conditions:
 1. The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher/Head of School;
 2. The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.

Pupils' Conduct outside the School Gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (section 90 of the Education and Inspections Act 2006). This will include participating in any forms of bullying which include:

- Physical
- Verbal
- Emotional
- Racial
- Sexual
- Homophobic
- Online bullying

All SWECET schools will respond to non-criminal, poor behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. Criminal behaviour will be reported to the police.

Teachers may discipline pupils when the pupil is:

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

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the member of staff.

Detentions

Teachers have the power to issue detention to pupils.

All SWECET schools can use detention, including detention outside of school hours as a sanction (Secondary SWECET Schools). There is no requirement to give 24 hours' notice for any detentions.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- Any school day where the pupil does not have permission to be absent;
- Weekends – except the weekend preceding or following the half term break; and
- Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact' days.

The Head Teacher will decide which members of staff can place pupils in detention. This will be detailed in each school's behaviour protocol.

Parental consent is not required for detentions, this also applies to out of school hour detentions. However, we will endeavour to inform parents where possible.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention.

With break and lunchtime detentions pupils will be given time to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parent's ought to be informed of the detention; and
- Whether suitable travel arrangements can be made by the parent of the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Parents are responsible for:

- Supporting their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils are responsible for:

Pupils, including those with additional needs, should be fully aware of rewards and consequences for behaviour. They should be encouraged to take ownership of their own behaviour to enable them to become effective members of their school community.

Reasonable Force

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- a. Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); or
- b. Causing personal injury or damage to property; or
- c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

For pupils with extreme behavioural, social, emotional needs, where reasonable force might need to be used more frequently, a Risk Management Plan may be agreed in partnership with parents.

Head Teachers and authorised school staff may also use such force as is reasonable, given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or harm.

Schools can also identify *additional items* in their school rules which may be searched for without consent, but force **cannot** be used in this case.

Authorised staff members have legal powers to search, screen and confiscate as deemed appropriate. More information around this can be found on the searching, screening and confiscation policy link.

Use of Behaviour Improvement/Support Provision

Each school will provide behaviour support for pupils whose needs are greater than most other pupils *making reasonable adjustments, as appropriate and to be determined by the individual school*. Pupils who may need this provision will be identified through rigorous and systematic monitoring of behaviour via each school's Management Information System and behaviour logs/reports. Behaviour support provision will be provided in each SWECET school and could include the following provision where appropriate:

- Mentoring
- Reflection opportunities
- A cooling down space(s)
- Pastoral support plans
- Behaviour support plans
- Respite opportunities
- Refocusing opportunities
- Mediation

Individual school's Behaviour Protocols will define how the provision is accessed and determine the range of provision needed to meet the needs of its pupils.

Use of Alternative School Day

All Trust schools may educate disruptive pupils in alternative environment to their normal timetabled day, away from other pupils for a specific and limited period without the consent of parent. This may be as part of a disciplinary sanction.

Schools should ensure that pupils are kept in this provision no longer than is necessary and that their time spent there is used as constructively as possible.

Where an individual pupil has been placed in a different provision for a period exceeding 15 days in any one term, or exceeds 45 days in any academic year, the Head Teacher must notify the Chief Executive Officer who will formally review the case.

Alternative Education and Off-Site Provision

Alternative education and off-site provision maybe used as a sanction for persistent or gross breaches of the behaviour policy. This will be implemented at the discretion of the Head Teacher.

Off-site provision will be reviewed by the Head Teacher and ratified by the Trust.

Suspension

The schools may feel that suspension is the consequence which needs to be used. An alternative to a suspension could be the use of another Trust School. This will be in agreement with the parent instead of a fixed term suspension. If a parent does not agree to the alternative provision of the then a fixed term suspension would be issued. Where applicable and appropriate a programme of reintegration, bespoke to each Trust school, will be put in place to support pupils return to learning.

Fixed Term Suspension	Pupils sent home and removed from the school for up to five days. Work will be provided. The pupils are the responsibility of the parents. The governing body will not hold any type of review panel for fixed term suspensions administered by the Head Teacher for suspensions that are 5 days or below. Pupils who are Looked After will receive education provision off site from day one of any suspension. Pupils who are eligible for pupil premium funding will be considered for education provision off site from day one of any suspension.
Suspension over 6 days	Under the Education Act 2011 including The Schools Discipline Regulations (England) 2012, the school should make education provision. In the case of permanent exclusions, the local authority should provide educational provision. The governing body will hold a review panel of any fixed term suspension that is 15 days in one term or if a number of suspensions total 15 days or over in one term.
Permanent exclusion	Prior to any decision being taken the Head Teacher must discuss an intention to permanently exclude with the Trust Chief Executive Officer. The Head Teacher recommends to the governing body's Discipline Committee that the pupil cannot return to school. Parents have a right to appeal, if the local governing body's Discipline Committee upholds the Head Teacher's decision.
Managed move	Pupils who receive a fixed term suspension will normally be reintegrated back into mainstream lessons. This will be clearly stated on the suspension letter. Where pupils fail to rectify their behaviour or do not wish to conform to the positive ethos at the attended school, a "managed move," or "off site direction" will be considered. If this is outside the Local Authority protocol and within the Trust, the CEO will always be informed and correct paperwork completed. Managed move data will be presented as an agenda item at the

Anti-Bullying

By law, all state schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore;

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Physical bullying:	hitting, slapping or pushing someone
Verbal bullying	name calling, gossiping or threatening someone
Non-verbal abuse	hand signs or text messages
Emotional abuse	threatening, intimidating or humiliating someone
Exclusion	ignoring or isolating someone
Undermining	constant criticism or spreading rumours
On-line bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Controlling or manipulative behaviour	
Making silent, hoax or abusive calls.	

The following types of bullying are also hate crimes:

- Racial, sexual, transphobic or homophobic bullying
- Bullying someone because they have a disability.

Details of SWECET's approach, policy and procedures regarding this are decided by individual schools within the Trust.

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Conclusion

Each school reports to its local governing body. Pupils with persistent poor behaviour will be asked to meet the local governing body's Discipline Committee or Panel or the Senior Leadership Team to review the case and may recommend one of the following:

- an action plan to improve behaviour
- a pastoral support plan
- a contract with parents
- the use of external agencies

All pupils should feel confident that Trust staff will seek to meet their needs. Pupils with Special Educational Needs and Disabilities are covered by a statutory framework and children in need or those on the child protection register have additional support from social services. All pupils must, however, have a right to learn at school and no one should feel bullied or be at risk in the school community.