

# Swansea Council Respect, Rights and Responsibility Policy

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An Excellent Education for all by Working  
Together



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## **Introduction/ Foreword**

The Service Transformation Committee's (STC) commitment to supporting policy and strategy to improve the wellbeing objective of learning and skills within the Council's Corporate Plan is sustained through a particular focus on learner inclusion and safety across academic years 2023-2024 and 2024-2025.

The Education and Skills Service Transformation Committee (STC) has examined pupil behaviour through the lens of safe school environments where all members of the school community treat each other with kindness and consideration. In addition, the importance of instilling a sense of accountability for actions and decisions all members of a school community has influenced the development of policy in this area.

Following consideration about perceived changes in pupil behaviour in schools, a range of evidence and feedback provided by school staff, trades unions and agencies resulted in a co-constructed strategy with three key aims, namely, creating a local authority policy (setting out expectations on respect, rights and responsibilities), drafting a model school policy based on agreed principles and a helpful toolkit to support school staff.

The development of a set of respect, rights and responsibility (RRR) documents emphasising the importance of pupil behaviour cannot be underestimated. Any policy developed must ultimately be useful to practitioners within Swansea schools. It is important that the local authority's expectations of a child-centred approach are balanced with practical tools to help school staff do their jobs safely.

In recent years it has been important to develop policy in tandem with stakeholders. Nearly all the input into the local authority's RRR policy and the RRR policy for schools has come from professionals working in collaboration to address the issue of pupil behaviour.

It is envisaged that the LA's policy is noted by schools, that schools utilise or adopt the model policy to support existing policies and that every practitioner has access to the RRR toolkit.

In many cases there are positive and respectful relationship between adults and children in schools. However by setting out clear expectations for respectful relationships it is hoped that more schools can be supported to adapt practice to improve learner outcomes.

This policy document is not intended as a monitoring tool to hold schools to account but as a consistent, agreed approach in Swansea on responsibilities around respectful, rights-based interactions.

It is acknowledged that the strategy will take steady, incremental steps to support schools and that it is not a solution to solve societal problems. However, the strategy and its products are underpinned by Swansea's collective ambition for all its learners, with a strong emphasis on meeting learners' needs in schools.

# Local Authority Respect, Rights and Responsibilities Policy

## Expectations

All school partners are expected to understand that negative behaviour is usually a response to wider issues. All behaviour has a communicative function and it is important to look at the factors underpinning the behaviour. Learners who present with challenging behaviour should be viewed as vulnerable rather than challenging. Schools should respond to the feelings and emotions that drive certain behaviours, rather than the behaviour itself. Negative behaviour is not acceptable but support to address the root causes is expected. This does not mean that sanctions may also be appropriate, but these should be proportionate and issued as part of a response.

### 1. Promote Respect and Responsibility

- Foster an environment where all members of the school community treat each other with kindness and consideration.
- Instil a sense of accountability for actions and decisions for all members of school community.
- Support this aim through early intervention, specialist support and training and positive reinforcement.

### 2. Encourage Parental / Carer and Community Engagement

- Support all members of the school community to understand the importance of taking care of each other and the school environment.
- Promote responsible digital citizenship.
- Reinforce this aim through parental / carer involvement, community engagement, and support from external agencies.

### 3. Create Supportive and Consistent Environment

- Encourage open, honest, and respectful communication among learners, staff, and parent / carers.
- Build a supportive and collaborative school community.
- Back this aim with consistent policies, procedures, clear guidelines, training and development, and resources.

## Legal Framework

- **Education Act 1998:** The Local Authority has a duty to promote high standards of education in accordance with this Act[1].
- **Education and Inspections Act 2006:** Schools and governing bodies must meet their obligations under this Act, which includes promoting high standards and fulfilling the potential of all learners[2]
- **Equality Act 2010** which protects people, including children, from discrimination due to protected characteristics
- **Wellbeing of Future Generations Act 2015** which requires public bodies in Wales (including local authorities and schools) to think about the long-term impact of their decisions, to work better with people, communities and each other, and to prevent persistent problems such as poverty, health inequalities and climate change
- **United Nations Convention on the Rights of the Child (UNCRC)** which Swansea Council is committed to embedding setting all policies.

## **Principles of Behaviour**

### **Respect**

Learners should show respect for themselves, others, and property. This includes treating peers, staff, and the school environment with dignity. It is acknowledged that some learners may need support to achieve this. All learners have the right to learn in an environment with minimal disruption. Parent / carers are expected to be treated as an equal partner in their child's education and in turn respect the school staff

### **Rights**

Learners should be supported to recognise their rights to be treated with respect, kindness, dignity and understanding and equally respect the rights of others. It is acknowledged that some learners may need support to achieve this. All learners have a right to learn and should work collaboratively with peers and staff to achieve success and foster a supportive learning environment. School staff have a right to expect to be able to work in safe environments

### **Responsibility**

Learners should be supported to take ownership of their learning by attending regularly and engaging in learning opportunities. Learners are expected to make choices that ensure their safety and the safety of others. School staff are committed to guiding learners to take responsibility for their actions and provide an engaging learning environment.

### **Local Authority (LA) Provision**

- Promote high standards of education in accordance with the Education Act 1998 by:
- Supporting schools with advice, guidance, training and prevention and intervention strategies which align with the approach of fostering Respect, Rights and Responsibilities.
- Ensure consistent and clear guidelines which can be applied across all schools. Noting that the final decision around adopting this guidelines rests with the agreement of the individual schools' leadership and governing body.

### **Schools Provision**

- Implement and adhere to consistent policies and procedures to develop a culture of Respect, Rights and Responsibilities.
- Ensure agreed policies and procedures are visible and accessible to all partners.
- Foster positive reinforcement and relationships.
- Provide training and development for staff.

- Engage with parent / carers and the community.
- Encourage open communication between home and school to ensure learners' success.
- Facilitate support from external agencies.

### **Pupils Responsibilities**

- Treat others with respect and kindness.
- Take accountability for their actions.
- Engage positively with school policies and procedures.

### **Parent/ Carer Responsibilities**

- Support the school's behaviour policy.
- Engage with the school community.
- Promote responsible behaviour at home. Parent / carers are essential partners in reinforcing appropriate behaviour and supporting the school's behaviour expectations.  
Learners.

## Ten Collective Responsibilities

### 1. Early Intervention and Support

Implement early intervention programmes and provide support for learners with additional needs.

### 2. Training and Development

Offer suitable ongoing training and development for staff to effectively manage behaviour.

### 3. Parental Involvement

Encourage and facilitate parental involvement in school activities and policy development.

### 4. Consistent Policies and Procedures

Develop and maintain consistent policies and procedures for.

### 5. Positive Reinforcement

Use positive reinforcement to encourage good behaviour.

### 6. Funding and Resources

Ensure adequate funding and resources are available to support initiatives.

### 7. Specialist Support and Training

Provide access to specialist support and training for staff and learners.

### 8. Community Engagement

Engage with the wider community to support the r policy.

### 9. Support from External Agencies

Collaborate with external agencies to provide additional support and resources.

### 10. Share Effective Practice

Build capacity in schools by sharing effective practice



## References

- [1] [School Standards and Framework Act 1998 - Legislation.gov.uk](#)
- [2] [School Standards and Framework Act 1998 - Legislation.gov.uk](#)