

# Priory School

## Behaviour for Learning Policy

Last Review	December 2020
Next Review	November 2021



In line with our Star Values, we strive to maintain a positive school ethos based on:

mutual respect,

the creation of a calm and supportive working environment and

a desire to work hard, make strong progress and achieve well

The purpose of our behaviour policy is to:

- promote a calm and positive climate for high quality learning
- fulfil the governors' duty of care to students and staff, enabling everyone to feel safe, respected and valued in our school community;
- support students in taking responsibility for their behaviour;
- establish a common framework for staff to promote good behaviour and challenge any poor conduct,
- ensure that the reputation of Priory School is positive in the local and wider community.

The Student Behaviour Policy will embrace the principles of the Equality Policy, Anti-bullying Policy and Special Educational Needs Policy (which incorporates a policy on disability).

## **Appendices**

1. Engagement for Learning
2. Ethos
3. Roles and Responsibilities
4. Anti-bullying
5. Rewards
6. Sanctions
7. Restorative expectations / detention procedures

## **1. Engagement for Learning**

Positive behaviour is a prerequisite for a safe and secure environment in which all students can enjoy outstanding learning and teaching.

High standards of behaviour are developed and maintained through:

- clear expectations of staff, students and parents ;
- promotion of respect, courtesy and kindness in all aspects of school life;
- lessons that are stimulating, challenging, well prepared and appropriate to all;
- fostering a positive attitude towards school through praise, rewards and attention to the individual progress of a student;
- clear, consistent and fairly-applied consequences;
- support of student wellbeing through the School Pastoral System;
- regular communication and involvement with parents.

## **2. Ethos**

Expectations of high standards of self-discipline remain within our Star Values. We aim to promote:

- equality and diversity;
- access to the curriculum for all;
- improved welfare of students and staff;
- positive relations across the school and wider community.

In order to do this, we seek to maintain an environment which eliminates:

- discrimination;
- harassment;
- bullying.

A minority of students may experience difficulty in maintaining high standards of behaviour. Teachers will work closely with the House teams to provide the support necessary for students to succeed. This pastoral support could involve the students' parents, the Schools Inclusion Team, members of the School's Senior Leadership Team or outside agency partners, as appropriate.

Whilst the school actively supports the policy of 'inclusion', no student will be allowed to consistently and deliberately disrupt the education of others.

### **3. Roles and Responsibilities**

#### **Teaching staff, Support staff and students should:**

- Show respect, consideration and courtesy
- Listen to the views, concerns and perceptions of others
- Work in partnership to achieve the school aims and values
- Protect the right to work and achieve without hindrance
- Respect school property and the property of others
- Respect the school environment
- Act in a safe and responsible manner
- Adhere to school policies
- Protect members of the school from bullying, racism or any form of discrimination.

#### **Teaching staff, Support staff should:**

- Set clear expectations of behaviour, effort and achievement
- Support students with their work
- Give first attention to good conduct
- Highlight behaviour or work that goes over and above expectations
- Intervene early when behaviour, work, attendance, punctuality, or adherence to school policy is unacceptable
- De-escalate inappropriate student behaviour to prevent low level behaviours worsening
- Provide support so that the student can get back on track
- Prioritise restorative work to rebuild trust and reinforce mutual expectations
- Attempt to identify underlying causes of poor behaviour
- Work in partnership with parents and House Teams and keep them informed.
- Support behaviour management strategies as defined in school policy and through INSET or CPD.

#### **Students should:**

- Support the school values by demonstrating respect, working hard and ensuring a calm environment;
- Co-operate with all staff
- Show compassion to other students;
- Participate in restorative work when appropriate

#### **Parents should:**

- Support their children to behave in an acceptable manner which epitomises our star values
- Support their child to meet expectations regarding uniform
- Support regular attendance and punctuality
- Support the school in maintaining a positive ethos in which good behaviour is recognised and valued
- Ensure their children behave in a socially responsible way on the way to and from school and in the wider school community
- Work in partnership with the school (see partnership agreement).

#### **The Headteacher should:**

- Ensure that the policy is implemented and report to the Governors on its impact.
- Carry out the statutory duties of the Headteacher with regard to behaviour and exclusions as defined by the DfE.

#### **The Governing Body should:**

- Carry out the statutory duties of the Governing Body with regard to behaviour and exclusions as defined by the DfE.

## 4. Anti-Bullying

Bullying will not be tolerated.

When school support does not bring about positive change, sanctions will be applied.

This could include: removal of social times; removal from class; internal exclusion; fixed term exclusion; school to school placement; or even permanent exclusion.

The School seeks to create a secure, caring and protective environment for all students and staff through:-

- **Behaviour:** The school expects students to behave well in and around the school at all times.
- **Life skills:** Bullying and other forms of prejudice/harassment are part of the planned programme of study.
- **Assemblies and Chapel:** issues of tolerance, diversity, and anti-bullying are covered.
- **Restorative practice:** a structured meeting to resolve issues and plan a way forward.
- **Peer Mentors:** Student volunteers are trained to support other students who have concerns over bullying. They offer resolution to friendship disputes and raise awareness throughout the school.

See separate Anti-bullying Policy for more details

## 5. Rewards

Priory School recognises the effort and achievement made by students and ensure that students are praised and encouraged at every opportunity. This is key in establishing and maintaining a positive culture. Priory School believes:

- that all students (irrespective of Priory attainment) should have access to an equitable and inclusive reward system;
- that the reward system should be seen to be fair and consistently applied across subjects and between staff.

Priory School recognises:

- that individual students are motivated by different rewards; the school acknowledges this by providing a comprehensive range of rewards:
  - Formal and informal comments
  - Written comments on student work
  - House points / stamps
  - Postcards home
  - Achievement certificates
  - Display of student work
  - Emails / letter home to parents
  - Notice Board acknowledgement
  - School Publications e.g. Headteacher's newsletter
  - 100% Attendance Certificates
  - KS3 Awards Evening nominations
  - GCSE Certification and Prize Giving for Year 11 students

The Assessment, Recording & Reporting Policy also complements the rewards system through the positive written and oral comments, praise and grades given in response to students' work.

The above list is not exhaustive but aims to provide some exemplars.

## CONGRATULATIONS!



### KS3 & KS4 REWARDS

Currency of house points:

- 25 HP = Bronze Certificate, issued by tutor
- 50 HP = Silver Certificate, issued by Assistant Heads
- 75 HP = Gold Certificate, issued by Deputy Headteachers
- 100 HP = Platinum Certificate, issued by Headteacher

### ATTENDANCE

- 96% = Bronze Certificate for Attendance, issued by tutor
- 98% = Silver Certificate, issued by Assistant Heads
- 100% = Gold Certificate, issued by Deputy Headteachers

(% based on two terms of attendance)



## 6. Sanctions

In order to manage behaviour effectively there are times when sanctions for poor behaviour or work are necessary.

To encourage good behaviour, all members of staff will:

- model exemplary behaviour
- supervise the areas outside their classroom or office, during transition times
- expect high standards of behaviour
- speak politely to other adults and students
- praise positive behaviours
- build students' confidence through positive reinforcement and praise
- treat each lesson as a fresh start
- always focus on the behaviour and not the child
- keep calm
- use positive language encompassing our values and expectations
- Tactically ignore' secondary behaviour, (a muttered last word, a sigh or raised eyes) in order to de-escalate the situation.

All members of staff have a statutory responsibility to address unacceptable behaviour and sanction students who fail to follow instructions. This may include:

In class

- being asked to move seat
- a log being recorded on SIMS (this will generate an email home) being asked to wait outside the classroom in order to calm down and discuss the issue more privately
- being removed from class and "parked" in another lesson
- being asked to attend a restorative meeting
- break, lunch or after school detention being set
- SLT called to remove student from the lesson
- Longer term parking\*\*

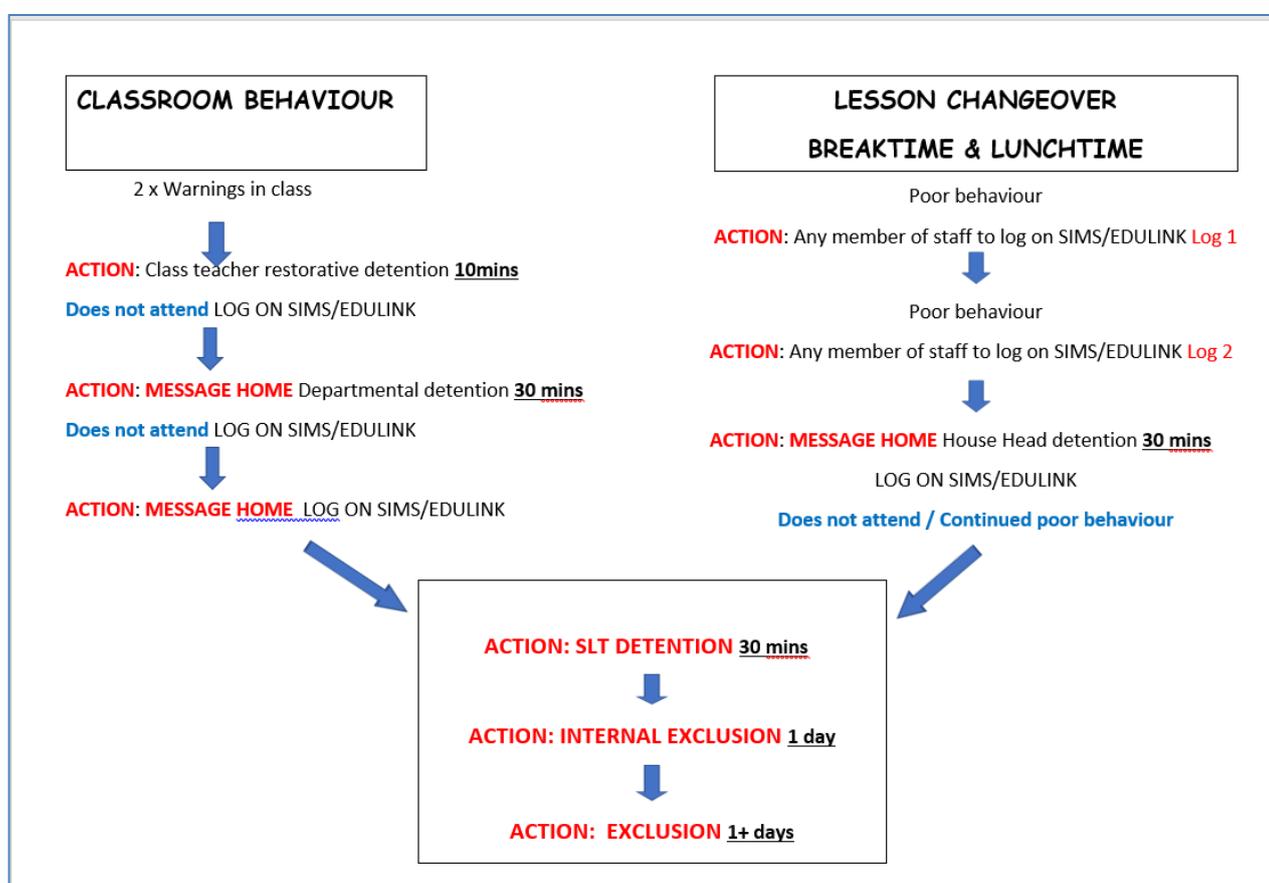
Out of lesson time

- a log being recorded on SIMS and email sent home
- being restricted to a particular area
- being banned from the dining room
- being isolated outside House office
- community service activity e.g. litter pick
- being asked to attend a restorative meeting
- break, lunch or after school detention being set
- being monitored by Duty Staff
- removed from social times for longer period

**\*\* In exceptional circumstances, where staff have significant behaviour and safety concerns they may request longer term parking. This will only be permitted following discussions between the curriculum area, house team and parents.**

If such actions have not resulted in more appropriate behaviour or responses, then it may be necessary to sanction further. This could include:

- Curriculum Area detention
- phone call or meeting with parents
- going onto a monitoring report
- Assistant Headteacher house detention
- internal exclusion
- fixed term external exclusion
- school to school placement
- temporary placement at College Central
- enrolment on behaviour intervention course
- modified timetable
- permanent exclusion



Internal exclusion:

For internal exclusions, parental approval is not required; however, House teams would usually make a call to parents to discuss the issues surrounding the exclusion beforehand.

External exclusion:

External exclusions will be conducted in accordance with the DfE regulations in force at the time of the exclusion.

#### School-to-school placement:

In extreme circumstances and following a formal meeting between school and home, the school may seek a school-to-school placement. The student would be placed temporarily at another local school in order to allow a break from current challenging behaviour. Further intervention would also take place.