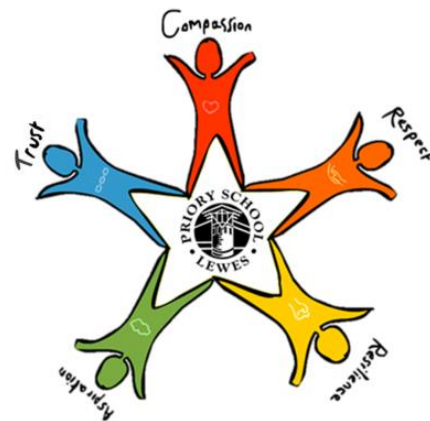


Priory School

Behaviour for Learning Policy

In line with our Star Values we strive to maintain a positive school ethos in which mutual respect, consideration and high standards of personal conduct are the norm: an ethos which promotes effort, achievement, aspiration and high expectations of one another.



The purpose of our behaviour policy is to:

- promote a calm and positive climate for learning that ensures effective learning and teaching takes place, leading to high standards of attainment for all students;
- fulfil the governors' duty of care to students and staff, enabling them to feel safe, respected and valued in our school community;
- support students to develop the skills to take responsibility to avoid poor conduct;
- establish a common framework for staff to challenge poor conduct, focussed on building and maintaining strong relationships with students;
- support students to develop the skills to take responsibility and cooperate with sanctions aimed at maintaining our star values;
- ensure that the reputation of Priory School is positive in the local and wider community.

Above all, we want to create an environment which is **safe** and welcoming and where everyone is **ready** to engage in learning and is **respectful** to one another. Our vision of Priory School is that everyone associated with the school is proud to be part of it.

READY



RIGHT TIME
RIGHT ATTITUDE
RIGHT EQUIPMENT
RIGHT UNIFORM

RESPECTFUL

SPEAK POLITELY
DON'T TALK OVER OTHERS
WHEN THEY ARE SPEAKING
RESPECT OTHER PEOPLE'S OPINIONS
RESPECT OUR BUILDINGS AND RESOURCES



SAFE

FOLLOW INSTRUCTIONS CAREFULLY
STAY IN YOUR SEAT
ENTER AND LEAVE THE
CLASSROOM IN A SAFE MANNER



USE THE ONE WAY CORRIDORS AS DIRECTED
ACT SENSIBLY DURING UNSTRUCTURED TIMES

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 & Ethos
2. Roles and Responsibilities
3. Anti-bullying
4. Rewards
5. Sanctions
6. Restorative expectations / detention procedures

Engagement for Learning

Good behaviour is a prerequisite for a safe and secure environment and for outstanding learning and teaching. Therefore, Priory students are expected to display high standards of behaviour and take responsibility for self-discipline.

High standards of behaviour are 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;
- reinforcement of expectations from all staff;
- support of student wellbeing through the School Pastoral System;
- close communication and involvement with parents.

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 whole community.

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

- discrimination;
- harassment;
- bullying.

It is recognised that a small minority of students may experience difficulty in maintaining the standard of behaviour expected of them. In such circumstances teachers will work closely with the House team to provide the support and discipline 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.

Roles and Responsibilities

Teaching staff, Support staff and students should:

- Show others 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 being ready, respectful and safe;
- Co-operate with staff and allow teachers to teach without hindrance;
- Show compassion to other students;
- Make appropriate effort with their classwork, homework and coursework;
- Participate in restorative work should things go wrong.

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 the norm
- Ensure their children behave in a socially responsible way on the way to and from school
- 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.

Anti-Bullying

Bullying will not be tolerated and if school support does not bring about change very serious 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 and reflect our star values by showing good levels of self-discipline.
- **Life skills:** Issues to do with bullying and other forms of prejudice/harassment are part of the planned programme of study.
- **School Curriculum:** The issue of bullying is covered in a number of different subjects, including tutor time.
- **Assemblies and Chapel:** issues of tolerance, diversity, anti-bullying and care for others are frequently addressed.
- **Restorative practice:** a structured meeting to resolve issues and plan a way forward.
- **Peer Mentors:** These student volunteers are trained to support other students who have concerns over bullying. They monitor messages via the drop box and offer resolution to friendship disputes. They raise awareness throughout the school.

See separate Anti-bullying Policy for more details

Rewards

Priory School seeks to ensure that students are praised and encouraged at every opportunity in order to foster a positive culture and to show that the School recognises the effort and achievement made.

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 and that, as students mature, their response to rewards changes. The school acknowledges this by providing a comprehensive range of rewards.

Some of the ways in which this may be done are:

- Formal and informal verbal comments
- House points / stamps
- Postcards home
- Achievement certificates
- Comments written on the student's work
- Display of student's work in class
- 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
- House Star Awards

The school complements this structured system with a wide range of additional rewards including one-off, ad hoc and informal rewards and the day-to-day praise given by staff.

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.

Whole school events and celebrations also contribute. The above list is not exhaustive but aims to provide some exemplars.

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
- look out for 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
- try not to raise their voice and keep calm
- use positive language encompassing our values and 3 main expectations (ready, respectful, safe)
- 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 discipline students who fail to follow reasonable instructions. This may include:

In class

- being asked to move seat
- a log being recorded on SIMS will generate an email home alerting families to read your log.
- 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**

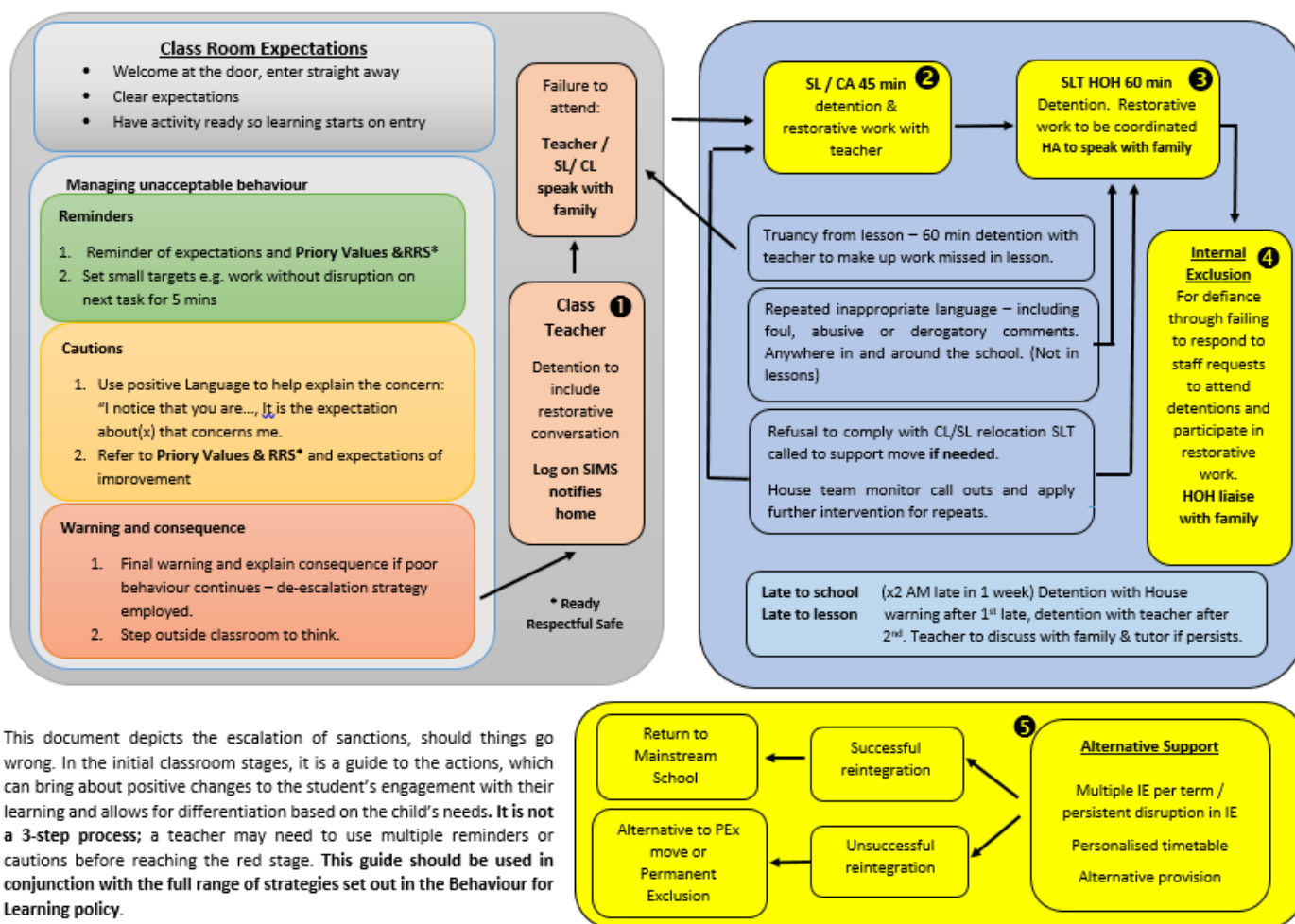
Out of lesson time

- 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 closely by Duty Staff
- removed from social times for longer period

*** In exceptional circumstances, where staff have significant behaviour concerns they may request longer term parking. This would mean the student is not allowed back into their usual class and would learn in a class with another member of that Curriculum Area. **This will only be permitted following discussions between the curriculum area, house team and parents.** In order to ensure meaningful restorative work takes place the class teacher will be expected to provide a plan which the Curriculum Leader and Pastoral Leader will discuss and agree. The teacher will then need to share this action plan with parents before the child is withdrawn from the lesson.*

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



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

On occasion and in extreme circumstances, the school may seek to utilise a school-to-school placement. This would involve a student being temporarily placed at another local school in order to allow a break from current challenging behaviour issues or for further intervention to take place. Arrangements for alternative provision other than at Priory will be discussed with parents during a formal meeting with the House team.

Additional context

Acceptable and unacceptable behaviour is defined in general terms by the school aims, policies, classroom expectations and partnership agreement. Supplementary documents of particular relevance in this context include:

Priory Equality Policy

Restorative practice procedure

Priory Anti-bullying,

Banned items document

Drugs related education policy

Uniform : Values

Incidents and Rewards. procedures

Exclusions Policy

Behaviour Management support structure

Staff behaviour code

Rewards and consequences summary

Relevant legislation

Detention procedure

[Education and Inspection Act 2006: Section 89](#)

Homework policy

DFE Exclusions Policy

School to school placements guidance and procedures

Parking rota procedure

