

THE PRIORY SCHOOL

Behaviour for Learning Policy

Adopted by the Governing Body on:	November 2018
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Governors Committee:	Learning and Teaching
Staff responsible:	JTL

Introduction

We as a school believe that every student has a right to equality as laid out by the Equality Act 2010. Students will not be discriminated against because of their: sex, race, disability, religion or belief, sexual orientation, because of a pregnancy/maternity or because of a gender reassignment. The Priory School will ensure that when applying this policy, safeguarding will be taken into account and reasonable adjustments will be made for students with Special Educational Needs and Disabilities.

We aim to:

- Provide every student with the knowledge, skills, self-belief and motivation to be successful in their learning and in their lives.
- Welcome, value and respect all who come to the school
- Build a community based on justice and a sense of personal responsibility
- Provide opportunities for all to participate in our community, developing a sense of tolerance and understanding of others.
- Provide a safe and supportive environment for all.

Our students will be taught to:

- Wear their uniform with pride.
- Be prepared for learning.
- Communicate politely and effectively with each other, staff, members of our local community and visitors to the school.
- Make sensible choices and take responsibility for their behaviour.
- Avoid risky behaviour.
- Respect themselves, others and their environment.
- Become positive and effective citizens.
- Support others in the community.
- Play an effective role in teams.

ROUTINE AND EXPECTATIONS

The following routines and expectations apply to all students and will be rigorously and consistently upheld:

- a) All students must:
 - Be in full uniform with school bag
 - Always have basic equipment with them
 - Be ready to enter school by 8:50 am with uniform correct.
 - Not have any energy drinks, fizzy drinks, sweets or chewing gum with them.
 - Have mobile phones and electronic devices switched off and in their bags during the school day.
- b) Walking around the school and to/from lessons students must:
 - Follow instruction from any staff member first time.
 - Move to lessons at the correct times.
 - Hold doors open for others.
 - Walk at all times.
 - Walk on the left hand side of the corridors and stairways.
 - Keep quiet on corridors and never shout.
- c) All students must follow the same routines for entering and leaving the classrooms:

- Students must line up in silence outside their classroom (where possible)
 - The teacher must greet students at the door (where possible)
 - All students must move immediately and put their equipment on the desk.
 - **All students must start the “engage activity”, whilst the teachers take the register. This is any activity which will lead to the start of the lesson and creates a calm atmosphere for the lesson to begin.**
 - Students must be stood behind their seats whilst uniform is checked and the class dismissed.
- d) During a lesson all students must:
- Be an active listener and not talk over others.
 - Celebrate the success of others
 - See mistakes as part of the learning experience.
 - Put their hand up if they wish to interrupt a speaker
- e) Moving to and from assemblies
- Students must line up quietly outside the main hall.
 - Tutors must escort students into the assembly hall in silence
 - Students must stand in silence and wait to be seated
 - Students must sit in silence unless invited to speak.
 - Students must celebrate the success of others, applauding politely as appropriate. Shouting and whooping is not appropriate.
 - Students are expected to take part in receiving rewards, including collecting them from the front.
 - When collecting rewards students should shake hands, smile and say thank you.
 - At the end of the assembly, tutor groups must be dismissed one row at a time.
 - Students then collect their bags and walk quietly to their next lesson.
 - Staff supervise the corridors to ensure this happens.
- f) During break and lunchtime all students must:
- Use their break and lunchtime effectively:
 - Fill their water bottle
 - Use the toilets (and not during lessons)
 - Meet with staff to address any concerns/hand in items to student services.
 - Complete any work or revision required
 - Line up quietly in the canteen/Take 5 area to be served.
 - Say thank you to the catering staff.
 - Clear tables, and maintain an orderly environment.
 - Only play games in the allocated areas.
 - Follow all rules to maintain a calm and pleasant environment for all.
 - Wear the full uniform and keep mobile phones and electronic equipment in their bags.
 - Not gather in large groups.
 - Keep hands and feet to themselves at all times.
 - Refrain from rowdy and boisterous behaviour.
- g) At the end of the school day all students must:
- Make sure they have everything they need to complete their homework.
 - Walk quietly and considerately to their after school activities.
 - If taking public transport, wait quietly at the bus stop being considerate of the needs of others.
 - Maintain high standards of uniform and behave on the journey home.
 - Talk quietly and never shout.

- Remember students are representing The Priory School and should be model citizens at all times.

Our behaviour is our choice and we need to make the right choice at all times.

A consistent approach to classroom behaviour - Please refer to our “Ready to Learn” protocol in support of this.

Negative Behaviour	Behaviour type	Sanction
Late to school	Attendance	G8 at break time
Incorrect uniform eg, no tie, trainers, no blazer	Behaviour	G8 at break and lunch time
Items that should not be brought in to school (chewing gum/energy drinks/high sugar soft drinks) Items that should not be visible at school (mobile phone/ earphones/ jewellery/ aerosol/ hoody) Items which should not be misused at school (Smart watches)	Behaviour	Confiscation of item and break detention
Incorrect/missing uniform/PE kit/ingredients	Behaviour	Break detention
Missing equipment including reading book for KS3	Behaviour	
Littering	Community	
1 st missed homework	Behaviour	Lunchtime subject/pastoral detention
Late more than once in a week	Attendance	
Failing to attend break time detention	Behaviour	
2 nd missed homework	Behaviour	After school subject/pastoral detention
Inappropriate language	Community	
Department removal system used	Behaviour	
Failing to attend department/pastoral lunchtime detention	Behaviour	
Internal truancy	Attendance	
Out of bounds	Behaviour	
Repeated behaviours from above	Behaviour	
Failure to attend 1hr after school subject detention	Behaviour	Whole school G8 Detention (Tuesday)
Failure to attend G8 whole school Tuesday detention	Behaviour	Internal exclusion and after school detention

External truancy	Attendance	
Smoking of any paraphernalia on site or in the vicinity of the school	Community	
Bringing the school into disrepute	Behaviour	
Bullying, racist, homophobic or sexist behaviour	Community	Fixed Term Exclusion
Illicit substances – drugs/alcohol	Behaviour	
Other extreme behaviour	Behaviour	
Continuous unacceptable behaviours or one off serious incident e.g. selling or passing drugs to others, assault	Behaviour	Permanent Exclusion from the school

Rewards

We believe that students thrive on encouragement and that achievement and high standards should be recognized. At The Priory School students are given certain amounts of house points for various achievements:

- Attendance
- Duke of Edinburgh Award
- Effort in lessons
- Attending Extra-curricular Activities
- Correct Uniform
- Head Teacher Award
- Helper
- Meeting Target Grades
- Consistently producing outstanding classwork and homework
- Being polite and respectful
- Representing a school team
- Attending revision classes
- Work in the community

1 **Praise**

Just as verbal reprimand is our most commonly used sanction, so verbal praise is the most frequent form of reward. Staff should ensure that students are congratulated when they have done well, or improved. Positive and encouraging comments should be written on good work. Class teachers should send students to their Head of Department with good work (relative to the student's ability). The Headteacher and members of the SLT and HoY welcome the opportunity to see students who have achieved well. Where possible good work should be displayed. Department praise postcards should also be sent home where possible.

2 **Personal Attention**

Treating people as individuals, giving them personal attention in lessons and in school generally is always appreciated. Giving students the opportunity of roles and responsibilities is also an alternative to rewarding students;

Key Stage 3

- Guide/helper at parents evening
- Member of the student council
- Assisting Form Tutor with collection of registers and helping with Form Notice board
- Helping departments with display work
- Assisting with sporting events
- Acting as a guide for a special event
- Helping at Open Evening
- House Captain

Key Stage 4

As above plus:

- Being a Senior Prefect
- Being a Prefect
- House Captain

Sixth Form

As above plus:

- Being Head Boy/Head Girl
- Being Deputy Head Boy/Head Girl
- Peer mentor
- Form assistant for a lower year group
- Heads of House

3 **Displaying Work**

Staff are asked to display good (relative to an individual's ability) students' work. This rewards students as well as providing a stimulating and attractive environment. Displays should be changed at about half-termly intervals. To provide extra reward for students and showcases for the whole school, display areas in the foyer, the front lobby and in corridors can be used. The Head Teacher also displays students' work.

4 **Contact with Parents**

Direct praise for students, postcards home, phone calls and e mails where appropriate, at Parents' Evenings helps to sustain an effective home/school partnership.

School Rewards Overview

Subject recognition

Subject areas should seek to reward and encourage students for both effort and achievement through a range of strategies including:

- Praise,

- Displaying work,
- Contact with Parents ,
- House Points,
- Positive Postcards to reward and encourage,
- Stamps/stickers/prizes,
- Termly Prizes- letters Home,
- Subject Prizes/Awards,
- Contribution to Termly Awards Assembly.

Extra Curricular Activities

A range of awards will be presented to celebrate success and achievement in various out of school activities.

Reward Activity

KS3

Bronze Badge	125 House Points
Silver Badge	225 House Points
Gold Badge	325 House Points

KS4

Bronze Badge	Being on target or above in 5 subjects including Maths/English
Silver Badge	Being on target or above in 7 subjects including Maths/English
Gold Badge	Being on target or above in ALL subjects including Maths/English

Attendance

100% attendance to be rewarded by a certificate at the end of each term. There will be an ongoing tutor group competition for the group who has the highest attendance each week..

Prize Giving

Annual Awards ceremonies recognise students' outstanding achievement in the awarding of prizes and presentation of examination certificates.

Intervention strategies

Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff for liability for damage to, or loss of, any confiscated items provided they have acted lawfully, (section 94 of the Education and Inspections Act 2006). Items confiscated by teaching staff will be passed to the Student Services for "safe keeping". The teacher which confiscated the item will then communicate with the child's parents/carers to arrange their return. Weapons and knives and illegal pornography will always be handed over to the police. Staff have the power to search for the below "prohibited items" without consent. Where searches are conducted, at least one member of staff will always be present in addition to the member of staff conducting the search.

Please see Appendix 1 for a list of inappropriate items.

The use of reasonable force

Staff have the power to use reasonable force to prevent students committing an offence injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Senior Leadership Team may also use such force as is reasonable given the circumstances when conducting a search without consent for:

- Please see Appendix 1.

Restorative Justice

There is an expectation that, following an incident which requires a student to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the student and member of staff, encouraging tolerance, democracy and mutual respect.

Bullying

The school takes bullying very seriously. Bullying involves the persistent physical or verbal abuse of another student or students including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.

Student Behaviour Outside School

Schools have a statutory power to respond to the behaviour of pupils when away from school premises and not supervised by school staff. Regulation must be reasonable and schools should be clear about the factors they take into account in deciding whether a rule or sanction is acceptable. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing the school uniform in a public place.

The Priory School expects pupils to maintain our standards of care, courtesy and consideration to others when away from school premises. It is expected that pupils will always be positive ambassadors for the school when representing the school or wearing school uniform. In support of the above, staff should ensure that:

- the requirement to adhere to the appropriate dress code is made very clear to pupils
- expectations of behaviour appropriate to the activity are explained to all pupils before the event
- parents are fully aware of the educational purpose of a visit and the school's expectations regarding appropriate behaviour and dress code

pupils who persistently misbehave in public and bring the school's good reputation into disrepute are made aware that they may be prevented from participating in further external events.

Please help us to be consistent as a school by not letting poor behaviour go unpunished

Punishments are necessary to express clear disapproval of undesired behaviour. It should always be made clear to a student what the punishment is for, and sanctions need to be used flexibly to take account of individual circumstances. Humiliating punishments should be avoided. Teachers should not punish whole groups for the misdemeanours of individuals

Stage 1 Warning (Please refer to our "Ready to Learn" protocol for low level disruption)

For 'minor' breaches of the school rules such as lack of equipment eg, reading book, poor uniform, chewing, failure to follow instructions or to be considerate to others or lateness to a lesson or registration

Students should be kept behind after class or during lunch or break time and the issue can be dealt with using restorative justice techniques.

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what ways have they been affected?
- What do you think needs to happen to make things right?

Students may well then be expected to complete a minor sanction such as litter picking or other community service tasks.

Stage 2 Consultation/Detention/Internal isolation (Please refer to our "Ready to Learn" protocol for low level disruption)

Students are held in consultation at lunchtime by subject teachers or tutors in their classrooms; this should involve restorative techniques to resolve the issue which led to the consultation. A consultation could be issued for the following reasons:

- Persistent stage 1 breaches,
- Failure to complete homework,
- Disruptive behaviour (Low level),
- Lack of consideration of other students or their property,
- Verbal abuse of another student,
- Swearing or use of obscene language,
- Poor effort / Class work,
- Other minor incidents – at teacher's discretion.

Incidents should be recorded on PARS. Other sanctions could involve a teacher/departmental report, contact via letter or telephone contact with parents; these can take place on any day of the week.

Stage 3 Departmental Sanctions/Detentions

Students are held in subject department detentions for up to 30 mins at either lunch time or 1 hour at the end of the school day (We ask that parental/carers permission is sought or 24 hour notice is given via telephone conversation) for the following reasons:

- Failure to attend Stage 2 sanction,
- Defiance of an adult (minor),
- Excessive teasing/"minor" bullying by making other students uncomfortable/upset,
- GCSE coursework not handed in/completed fully,
- Failure to complete homework,
- Persistent disruptive behaviour,
- Other more serious incidents – at HoDs discretion,

Incidents should be recorded on PARS. HoDs also have ability to contact parents, put students on subject report, change groupings, temporarily remove students from lessons by placing elsewhere, arrange restorative sessions with students and teachers involved, arrange meetings with parents.

Stage 4 School Leaders' Detention (Tuesday)

Students are held in a centralised detention for one and a half hours on Tuesday evenings. Students may be placed in centralised detention for the following reasons and by HoDs and HoYs only:

- Failure to attend Stage 3 detention,
- Serious disruptive behaviour,
- Damage of property,
- Smoking on site or within the vicinity of the school,
- Off Site at lunch/break without permission,
- Verbal abuse of an adult, (non direct swearing),
- First offence bullying,
- Other incidents at HoD/HoY discretion.

Students will automatically be moved to Level 4 if they have multiple detentions.

Students can be placed into School Leaders' detention by completing the form in the main school office. Work should be set and attached to the form at this time. Parents should be informed by the class teacher by telephone to outline the incident leading to an afterschool detention. The office will contact home by letter giving notice of the detention and time and date set.

Stage 5 Isolation and Fixed Term Exclusions

Incidents at this level may result in a period of internal or a fixed term exclusions from school at the discretion of Headteacher supported by Senior Leadership Team.

Actions resulting in exclusion may include:

- Bullying including racism, sexism or homophobia,
- Swearing in an aggressive manner whilst in the presence of a member of staff.

- Theft,
- Serious fighting,
- Assault,
- Verbal abuse of staff, swearing,
- Drugs, alcohol, legal-high related incidents,
- Serious vandalism,
- Other serious incidents at the Headteacher's/Deputy Head Teacher's discretion.

Removal System

All departments should have a predetermined removal system to support teaching staff. Students removed from lessons by the Head of Department, where appropriate, should have the opportunity to be moved to another lesson or be supervised by another member of teaching staff for that period. These rooms/staff will be determined by the HoDs at the beginning of the academic year and may involve departments grouping together.

Senior Staff, where appropriate, may remove students from all lessons, and in exceptional circumstances contact parents to have students collected from school.

1:5 Lunchtime

The school operates a silent lunchtime isolation room, this room is supervised by HoYs-duty staff to place students who are isolated from lunchtimes for non subject related issues. Places are limited and the room should be used as a support room, it should not be used for classroom based behaviour issues or failure to bring equipment.

Stage 6: Exclusion

Exclusions is an extreme sanction and is only used by the Head teacher (or, in the absence of the Head teacher, the Deputy Head teacher who is acting in that role). Before deciding whether to exclude a student either permanently or for a fixed period the Head teacher will ensure that:-

- a) Appropriate investigations have been carried out
- b) All the evidence available has been considered
- c) That statutory guidance on exclusions, equalities policy and disability discrimination has been taken into account

Having considered these matters the Head teacher will make a decision on exclusion based on the balance of probabilities established. In reaching a decision, the Head teacher, or Deputy Head teacher will look at each case on its own merits and avoid a tariff system, i.e. fixing a standard penalty for a particular action, as unfair and inappropriate.

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour for Learning Policy:

- Verbal abuse to staff and others
- Verbal abuse to student
- Physical abuse to/attack on staff
- Physical abuse to/attack on student
- Sexually abusive language and/or behaviour
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs or other substances including supplying
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour
- Pupils who repeatedly disobey their teacher's academic instructions could be subject to exclusion.

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgment that exclusion is an appropriate sanction. Exclusions can be either fixed term or permanent.

Fixed Term exclusion

- A student may not be excluded for a period that exceeds 45 days in any one school year.
- The school will make every effort to inform parents of a fixed term exclusion before the end of the school session (the school office closes at 5.00pm) by telephone, email or text.
- This will be followed up in all cases with a letter.
- Parents will be informed of the length of the exclusion, the reasons for the exclusion and their rights, including their right to make representations and who to contact if they wish to make representations about the exclusion.
- When a student is required to be at home, parents/carers will be advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers.
- The letter will also make clear the date and time when the student should return to school
- The school will continue to provide education for all students on fixed term exclusion and mark the work that is completed and returned to school.
- In reviewing the statement, if a student with a EHCP of SEN is excluded the school will call an Interim Annual review seeking the advice of the LA
- The school will plan the return and reintegration into school after fixed term exclusions with parents and students
- The Head teacher will inform the governors' and LA within one school day of any fixed term exclusions totalling more than five school days per term and each term of fixed term exclusions totalling fewer than five school days a term.
- For any fixed period exclusions of five days or more in any one term, a parent can request a Governors Disciplinary Committee meeting, which they can attend.

- Any exclusions over 15 days, the school has a statutory requirement to arrange a Governors Disciplinary Committee meeting to review the exclusion.
- According to Department for Education guidance school is obliged to provide full time education from the sixth day of any period of fixed term exclusion of six days or longer.
- The school will consult with the LA officers for any exclusion of more than five days in order that appropriate full time education and transport is arranged.

Permanent Exclusion

The decision to exclude a student permanently could be taken by the Head teacher or Deputy Head teacher in the following circumstances:-

- (a) In response to a serious breach, or persistent breaches, of the School's Behaviour for Learning Policy;
- (b) Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

- In the case of a permanent exclusion the same process as that for fixed term exclusions will be followed except the communication will make clear that it is a permanent exclusion. A Governors discipline committee meeting will also be held.
- The Head teacher will inform the Governors', the Education Welfare Officer and Exclusions Team within one school day of any permanent exclusions.
- It is the Governors' decision, advised by the Local Authority, whether to confirm permanent exclusion or to reinstate a student.

A permanent exclusion will be the last resort.

Equality Act 2010

The school will follow the guidance on the Equality Act 2010 published by the 'Equality and Human Rights Commission' in Section 5.4 entitled 'What equality law means for you as an educational provider' This guidance states that whilst a 'school must not discriminate against a student by excluding them from school "it does not mean a school cannot exclude a student with a protected characteristic". The guidance recognises that "there may be occasions when it is appropriate to exclude a student with a protected characteristic" it stresses it is important that a school does not exclude 'because of' the protected characteristic.

Alternatives to Exclusion

The School will work closely with other local secondary schools to undertake managed moves where such a course of action would be of benefit both to the student and the two schools concerned. We will also ensure that restorative justice and mediation takes place where possible. Where necessary arrangements may be made to move the student to the RVC or any other suitable establishment for their education. The threat of a permanent exclusion will not be used as the means to persuade parents/carers to move their son/daughter to another school.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

Behaviour Outside School

Students' behaviour outside School whether on school "business", or outside of school hours is subject to the School's Behaviour for Learning Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school. If students' behaviour outside of school is inappropriate and meets the school criteria for exclusion then the Head teacher may decide to exclude.

Drug Related Exclusions

In making a decision on whether or not to exclude for a drug-related offence the Head teacher will have regard to the school's published policy on drugs and will also seek advice from the Local Authority's Drugs Education Advisor.

Appendix 1

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco products, cigarette papers or vapes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school
- Articles that have been or could be used to commit an offence or cause harm