



# The Priory School

Relational Policy

2024 – 2025

Policy Aim: Develop a learning culture where every student is known, belongs and is valued which will enable them to flourish.

We will do this through:

- Maintaining and restoring relationships daily.
- Providing a consistent approach to behaviour management, based on a relational approach, that is applied consistently to all students and yet reflects the needs of individuals
- Outlining the expectations of behaviour in corridors and in lessons
- Defining what we consider to be unacceptable behaviour, including bullying and discrimination

<p>Consistency (structure and routines)  <b>Consistency lies in the behaviour of adults</b>          Whole school</p> <ul style="list-style-type: none"> <li>⊖ Fair and graduated well known behaviour policy</li> <li>○ Expectations in corridors/spaces are clear</li> <li>○ Calm and orderly transitions between and into lessons – “Do nows”</li> <li>○ We will be on time for lessons</li> </ul> <p>Your lessons</p> <ul style="list-style-type: none"> <li>○ Model and act out every routine</li> <li>○ Classrooms are clear and clutter free</li> <li>○ Motivational praise – notes/phone calls home</li> <li>○ Greet students positively</li> <li>○ Agreed ways to seek help</li> </ul>	<p>Relationships  <b>Every interaction is an intervention</b>          We work ‘with’ students to build relationships by:</p> <ul style="list-style-type: none"> <li>○ Setting clear expectations around behaviour</li> <li>○ Actively listening – paying attention, showing an interest, complimenting</li> <li>○ Being relentlessly bothered (we all like to feel valued)</li> <li>○ Knowing students and letting them know you</li> <li>○ Being role models</li> </ul>
<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>○ Engaging “Do nows” – smooth transition</li> <li>○ Checking for understanding (cold calling, mini whiteboards)</li> <li>○ 100% engagement techniques</li> <li>○ Planned lessons which engage, challenge and meet the needs of all students</li> <li>○ Modelling – modelling handover and gradual fading</li> <li>○ Utilise Learning Support Assistants effectively</li> </ul>	<p>Responses  <b>Visible consistency and visible kindness</b></p> <ul style="list-style-type: none"> <li>○ A growth mindset with belief in change</li> <li>○ Use scripts</li> <li>○ Use restorative language</li> <li>○ Deal with behaviour issues privately and logically</li> <li>○ Students can be sure that good choices will be specifically noticed</li> <li>○ Reflect on the effectiveness of responses</li> </ul>

**What are our expectations around behaviour?**

Motivational positives - Recognition and rewards for effort

The best form of behaviour intervention acknowledges and enhances the positive.

Rewards and recognition

Pupils at The Priory School are rewarded in several ways

- Verbal praise.
- House points.
- House point badges.
- Letters / phone calls / postcards home to parents/carers.
- Star of the week awards
- Achievements recognised in assemblies.
- Termly rewards ceremonies – house points certificates, special commendations, attendance certificates.
- Annual Presentation Afternoon (prize giving) for progress, participation and achievement.

**Definitions Misbehaviour is defined as:**

- Deliberate disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork where the child's decision is based on defiance rather than understanding or a social/emotional concern
- Refusal to work 'with' staff

I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture, or an instrument of inspiration I can humiliate or humour, hurt or heal. In all situations, it is my response that decides, whether a crisis will be escalated or de-escalated and a child humanised or de-humanised. (Haim Ginott - "The Learner's Dimension")

First level intervention - what is the behaviour saying?

- Can they access the learning? (is there appropriate scaffolding or challenge?)
- Was the explanation of the task clear for this student?
- Is the correct equipment available? (if not, supply)
- Does the seating plan work?
- Are there external factors (hungry, thirsty, social issue)
- Have I acknowledged desired behaviours

Possible tool: scripting/ PACE  
(P26-27 supporting document)

### Second level intervention - Reminder

- Whole class reminders of expectations to re-engage students
- Use private reminders where required for specific students (repetition may be needed)
- Deescalate and decelerate where possible prepare to keep student in the room
- Connect emotionally
- Balance demand and tolerance

Possible tool: affective statements

### Third level intervention – **Student becoming dysregulated** - Time in/change of task

- Adult to assist with reregulation 'Making things better'
- Time to regulate in lesson
- Set short term targets to track improvements

Possible tool: reflection task in lesson

### Intervention failure

- Student sent to refectory room
- Restoration to be arranged
- Conversation with LM

Restorative conversation protocol to be followed

### Repeated intervention failure

- Formal meeting with parents
- Formal department monitoring
- Plan, Assess, Do, Review process started

Line manager to monitor and ensure impact

Logical consequences will be:

- Proportionate
- Related

### **Consistency in Practice**

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the whole school community having an agreed understanding of behaviour in the context of neuroscience. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel heard and treated as valued individuals, they respect adults and accept their authority.

Our non-negotiables are that students arrive on time for learning opportunities and that we present as a community through uniform, movement around school and consideration for our school environment.

When students do not respond to support put in place by teachers the teacher will respond in a fair but firm way according to the situation. If a student's misbehave (definition above) despite interventions the teacher will explain to the student, they have been 'warned'. If further interventions do not prevent misbehaviour after this point the student will be sent to work in the reflection room.

### **Caring for the building and environment**

We expect all pupils to respect the school building, facilities and equipment, to use the bins provided for litter and look after school property. We expect pupils to use the allocated areas when participating in physical activities to prevent any damage to the school property. Pupils who do not adhere to this are expected to contribute to the cost of any damage caused to school buildings or equipment.

### **Caring for property**

We expect all pupils to respect other people's work and property and to take pride in displays around the school. Pupils are asked to avoid bringing valuables into school.

### **Presenting as a community**

All pupils of The Priory School are expected to wear the appropriate clothing in line with our uniform expectations below. These expectations are reviewed as needed to reflect the needs of our diverse school community and any changes are communicated with pupils/ parents. Our uniform expectations are primarily made on the basis of what is considered appropriate for a formal school setting. We ensure our uniform is simple, appropriate and affordable.

- White collared shirt, which is tucked in while moving around school.
- One of: Black Priory Jumper or School tie or school blazer.
- Black, appropriate-length school skirt.
- Black trousers (no jeans, jeggings, leggings, trousers with studs or cargo trousers).
- All black, leather or leather look footwear (preferably shoes).
- 1 piercing in each ear to be studs only.

Students arrive on time to utilise learning time. Students will arrive within 5 minutes of the start of the lesson.

Students move around school respectfully

## **Behaviour statement**

Every child has the right to learn and no child has the right to disrupt the learning of others. All members of the school community should be free from discrimination harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010. Every child should be given the opportunity to develop a sense of personal responsibility for their own actions. At The Priory School we value everyone as an individual that is capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

## **The School's Moral code**

Our moral code is based on the principle that we value every member of the school community. Teaching and Learning are our core activities and as a result we insist on a constructive partnership between staff and pupils in which both can expect courtesy and respect. We actively promote awareness and development of this learning and these expectations through our Tutor programme, Curriculum offer, School Council and the House system.

## **Restorative Practice**

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the organisation works. It involves providing a culture of high challenge and high support throughout the organisation. Restorative practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are important.

Our restorative approach helps pupils:

- Understand themselves and each other and how their actions can affect the community.
- Develop positive characteristics they can use in and out of school. Including the importance of seeing another person's point of view
- See that we all learn through making mistakes as well as through being successful.
- Move through conflict creatively to repair relationships with pupils and staff following an incidence of poor behaviour or relationship breakdown.
- Restore working practices after resolving relationships.

## **Role of Parents/carers**

Parents/carers should:

- Get to know the school's relational behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

### **Role of students**

Students will be made aware of the following during their induction into the behaviour culture:

The expected standard of behaviour they should be displaying at school:

- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Extra support and induction will be provided for students who are mid-phase arrivals.

*Role of governors, headteacher, class teacher can be found in the supporting behaviour document.*

### **Serious misbehaviour**

Each circumstance is treated individually. Staff are trained to make professional judgements on the course of action based on the nature and severity of the incident. There a wide range of consequences / sanctions are available to staff to support the child in taking responsibility for their actions, repairing any harm caused or repairing relationships.

More information on serious misbehaviour can be found in the supporting behaviour document.

### **Searches**

In circumstances it may be necessary that identified appropriate members of staff have the power to search pupils or their belongings if there are concerns.

More information can be found in the supporting behaviour document

## **Off- site behaviour**

Some of the ways we have maintained good relationships with our local community is due to reinforcement of high expectations outside of school for our pupils. We may need to Discipline pupils for negative behaviours outside school including issues that arise when witnessed or reported by others:

- taking part in school organised or related activity.
- travelling to or from school.
- that affect members of the school or our local community.
- In some situations, the Safer Schools Police Officer may be involved.

## **Safeguarding**

The Priory School recognises that changes in behaviour may be an indicator that a pupil needs support or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to the Safeguarding and Child Protection policy for more information.

## **Harmful sexual behaviour (HSB)**

At The Priory School we are pro-active in minimising the risk of harmful, sexual behaviour through our RSE, PSHCE and PDP curriculum but, in order to safeguard children, staff are expected to be vigilant ('it could happen here') and prepared to raise appropriate 'causes for concern'. All concerns around peer on peer / child on child abuse will be taken seriously, reported, investigated, recorded on CPOMS and managed in line with the child protection procedures outlined in the school's Safeguarding and Child Protection policy, leading to appropriate actions, including consequences as necessary.

## **Bullying**

We use a range of measures to prevent bullying within the school community. All pupils are placed in diverse coaching groups on joining The Priory School. Difference and diversity are celebrated to create a harmonious environment. The coaching system means that all pupils have a responsible adult to talk to and an opportunity to form positive relationships with pupils of different ages and social backgrounds. Bullying can take many forms including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying. Any form of bullying, which also includes derogatory remarks or harassment, persistent actions which humiliate, intimidate, frighten or demean someone, are not acceptable and will be taken seriously. They will be investigated, recorded on CPOMS and dealt with on an individual basis. All incidents will be dealt with restoratively with appropriate consequences, the relevant parties will be communicated with.

More information can be found in the supporting behaviour document



## **Mobile phones**

Mobile phones are not to be used in school. If seen, mobile phones will be confiscated.

If students are caught with a mobile phone out it will be confiscated and left in Student Services for the student to pick up at the end of the day.

If this happens on repeated occasions the student will need to hand their phone in before school for a week.

## **Staff training**

All staff receive an Induction package of basic training including:

- Restorative conversations with pupils, staff and families.
- Safeguarding.
- De-escalation training.
- Duty training.

## **Exclusions/ suspensions**

In some cases, the school may exclude a pupil for a fixed period (fixed term exclusion/suspension) if their conduct is deemed to warrant this sanction. We feel the reintegration of an excluded pupil is an important process as it is essential that we take the approach of 'partners in learning' with families. It is therefore expected that parents/carers will attend the reintegration meeting to discuss with school staff strategies to be introduced to avoid a repeat of the behaviour that led to the sanction.

More information on serious misbehaviour can be found in the supporting behaviour document.

## **Positive handling**

The Priory School believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions could be used. This is a last resort and rare but may be needed on occasion. The appropriate staff are trained to do this.

More information on serious misbehaviour can be found in the supporting behaviour document.

## **Alternative/ Off site provision**

Governors appreciate that in exceptional circumstances the needs of a pupil may be best met in an alternative or specialist provision. Where this is the case, governors would seek assurances that:

- The school had taken every appropriate action to address the pupils' needs before considering alternative provision.

- Consideration of moving pupils to alternative provision is done case by case basis and always in the best interest of the child and not to avoid their results being counted in performance measures.
- The school will have a clear plan around the purpose of the provision, how it meets needs, is reviewed and delivers progress.
- The alternative provision is of good quality and is well resourced to meet the needs of the pupil academically and socially.
- The school reviews each case with a view to seeing if / when the pupil can be reintegrated into the school.