



THE PRIORY SCHOOL

D O R K I N G

Headteacher: Mrs J Trimnell

Behaviour Policy



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1. Aim

We have a learning culture where every student is **known, belongs** and is **valued**. We do this by;

- Maintaining and restoring relationships
- Providing a consistent approach to behaviour management
- Outlining how students are expected to behave in and out of classrooms
- Outlining our systems of rewards and consequences
- Defining what we consider to be unacceptable behaviour, sexual harassment, child on child abuse, bullying and discrimination linked to the nine protected characteristics;
 1. Age
 2. Disability
 3. Gender reassignment
 4. Race
 5. Religion or belief
 6. Marriage or civil partnership
 7. Sex
 8. Sexual orientation
 9. Pregnancy and maternity

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [SEND Code of Practice](#).

In addition, this policy is based on Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Key principles that underpin our behaviour strategies;

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 students as effective and responsible citizens.

4. How we define bullying, discrimination and sexual harassment

4.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful, whether face-to-face or online
- Repeated, often over a period to an individual or variety of students
- Physical, verbal or psychological
- Difficult to defend against

| Type of bullying | Definition |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing Cyber-bullying Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

*See also [The Priory School Anti-bullying policy](#)

4.2 Discrimination and how we define discriminatory incidents

As a school we have a zero tolerance to all forms of racism, discrimination, and prejudice. We work hard to create a culture where every child is celebrated and have a sense of belonging.

As an example, the definition of a racist incident that will be used to differentiate incidents by the school is that as given by Sir William MacPherson in his report on the Stephen Lawrence Inquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person.' All discriminatory acts or comments will be dealt with appropriately and proportionately. The use of external agencies and support may be deemed necessary in specific cases. Any incident which also warrants a referral under the 'Prevent' guidelines will be dealt with in line with said guidance as well.

4.3 Sexual Harassment

Sexual harassment can happen in school or social situations and involves making unwanted sexual advances or obscene remarks. For this policy, it is defined as unwanted conduct of a sexual nature. Sexual abuse is being persuaded or forced into undesired sexual activity. It's important to note that this can happen to both males and females; sexual abuse and harassment works both ways. It can be committed by someone who is close to you, even a friend or family member.

Examples of sexual abuse and harassment that will be dealt with in line with this policy include:

- Touching, groping or grabbing of intimate areas – regardless of if the person has consented
- Verbal abuse
- Lifting skirts, tops or pulling down trousers
- Inappropriate comments
- Making unwanted sexual advances physically or verbally – this is when someone has not consented, and the perpetrator continues to talk or act in a sexual way towards them

See Appendix 3 for further details on our school approach to sexual harassment and child on child abuse.

4.4 Online behaviour, safety and bullying

We are committed to fostering a safe and respectful online culture for all students. Using our time dedicated to the PHSE and culture curriculum, we educate and therefore expect students to demonstrate responsible and respectful behaviour in all their online interactions, both within and outside of the school setting.

Cyberbullying, harassment, and any form of online misconduct are strictly prohibited and will not be tolerated. Students are encouraged to use digital platforms positively and to report any instances of online bullying or unsafe behaviour to a trusted adult immediately. We emphasise the importance of online safety, including protecting personal information, recognising potential online threats, and understanding the long-lasting impact of their digital footprint.

Violations of this policy will result in appropriate disciplinary action, in accordance with our school's code of conduct, to ensure the well-being and security of our entire school community.

5. Roles and Responsibilities

5.1 Local Governing Committee

The governing committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The LGC supports the Headteacher in ensuring all adults are adhering to the policy.

5.2 The Headteacher

The headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure the recommended ways of working, rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data relating to behaviour logged onto Edulink is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining consistent, clear boundaries of acceptable pupil behaviour.
- Building relationships using ‘meet and greet’ and ‘check-ins’
- Adopting an attitude and culture of ‘Belonging’ – the daily acts of care and genuine interest in children’s lives that matter
- Focusing on the values, rights and responsibilities of the school when establishing boundaries in conversation with children
- Modelling positive behaviours and always highlighting the behaviour you want to see in positive terms
- Planning lessons that engage, challenge and meet the needs of all children.
- Promoting intrinsic motivation by rewarding the process of learning (behaviours for learning)
- Seeking both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture
- Always reminding children about the expectations
- Providing a personalised approach to the specific behavioural needs of students
- Recording behaviour incidents promptly on Edulink

5.4 Parents/Carers

Parents and carers are expected to:

- Review the “Home School agreement” with your child regularly.
- Support their child in adhering to the student code of conduct, discouraging misbehaviour.
- Support the school in upholding a calm, orderly and safe school for all students.
- Inform the school of any changes in circumstances that may affect their child’s behaviour.
- Discuss any behavioural concerns with the class teacher, form tutor or head of year promptly.
- Engage fully with the school

6. Student code of conduct

Students are expected to;

- Make it possible for all students to learn, allowing a disruption free environment.
- Move quietly and calmly with purpose around the school.
- Treat the school buildings and school property with respect.

- Always wear the correct uniform.
- Accept consequences when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

7. Rewards and consequences

7.1 Rewards

Students at The Priory School are recognised for their achievements and effort. They are rewarded in several ways, these can include;

- House points
- Post card home
- Phone call home
- Reward trips
- Star of the Week award
- Head of Year award
- Headteacher commendation

Students receive rewards in line with our school values of hope, dignity, community and wisdom

7.2 Consequences

Appendix 1 - outlines consequences that are used by the school with a guide as to what incidents may incur which consequences.

7.3 Off-site Behaviour

Consequences may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or travelling to or from school by any means.

7.4 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will also consider the wellbeing of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Dealing with disruption to learning or lack of engagement:

Every student has the right to be taught an interruption free lesson. We know that there will be times when children make the wrong choices. It is the job of the adults to correct this as quickly as possible in the least invasive way.

The following steps will be followed to reduce the risk of disruption to learning and ensure engagement:

- Explicit entry and exit routine followed.
- Seating plans
- Do Now task at the start of every lesson
- Well planned lesson.
- Countdowns (all start at 3 and narrate the countdown every time finishing with “Eyes this way”)
- Gain 100% attention using tracking.
- Narrating the positive.
- Non-verbal corrections used first (self-interrupt, hand signal, eye contact, facial expression, shake head, sharp pause or click).
- Positive group corrections.
- Individual corrections and consequences.

If a student does not correct their behaviour, staff will then follow a 3-step approach, outlined below:

1. **Reminder** (low stakes reminder of expectations, no further consequence)
2. **Warning** (Student reminded of expectation change/action within the classroom e.g. move seats, 1 to 1 conversation, logged, up to 10mins break time detention logged on EduLink)
3. **Removal to Reflection Room** (removal from the classroom, logged, after school detention set)

Students sent to the Reflection Room are expected to leave when asked, arrive in a timely manner and to complete any work given during this time. Those who fail to meet this expectation in a timely manner can expect an increased sanction. Teachers must ensure this is recorded on ‘EduLink’ and the student will be issued an after-school detention.

8.2 Behaviour definitions/types

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Not following school rules
- Disobeying a member of staff or failing to follow instructions
- Non-completion of classwork or homework
- Poor attitude
- Using a phone or headphones in school

- Incorrect uniform
- Play fighting
- Lateness to school and to lessons
- Swearing

Items not allowed in school.

These will be confiscated and disposed of or returned to a parent/carer:

- Bags of sweets
- Chewing gum
- Energy drinks
- Soft drinks containing sugar and/or caffeine
- Portable speakers

Serious misbehaviour is defined as:

- Repeat defiance and refusal to follow instructions.
- An action/s that may be considered a criminal offence.
- Repeated breaches of the school rules, including refusing to attend detentions.
- Persistent defiance, persistent disruptive behaviour.
- Swearing at staff.
- Any form of bullying
- Sexual assault, which is any unwanted sexual harassment/behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Physical assault against a student or member of staff. • Verbal abuse or threatening behaviour towards a student or member of staff.
- Smoking or vaping.
- Racist, sexist, homophobic or discriminatory behaviour/abuse.
- Malicious allegation
- Possession of any prohibited items, these items will be disposed of. These are:
 - o Knives or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items (Hand back to owner)
 - o Vapes or e-cigarettes
 - o Tobacco and cigarette papers
 - o Lighters/matches
 - o Fireworks
 - o Pornographic images

o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

All serious misbehaviours are logged as a serious incident and will be reviewed by middle leaders and senior staff in the school. The typical start point for consequence for serious incidents will be students to be removed from lessons for a day in the Reflection Room (attending the SLT detention that day as well).

8.3 Reflection Room

A student may be referred to the Reflection Room in response to serious or persistent breaches of this policy. They will be expected to complete work that will enable them to continue learning. This may not always be exact of what is in lesson but will support their learning of the current topic or working on retrieving knowledge from earlier in the year. Students who do not attend a leadership detention will be referred to the Reflection Room.

8.4 Positive handling

The Priory School believes that it is important to establish a safe, secure and stable environment to enable students 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 and will always record and report the incident to the Headteacher and parent/carers.

8.5 Confiscation

Any prohibited items (listed in section 8.2) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students or parents/carers after discussion with Senior Leaders, if appropriate. Searching and screening students is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

8.6 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's Middle and Senior Leadership will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners

and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis. If a student's behaviour is repetitive or requires further intervention, then they will be placed onto the school's Student Support Plan. If there is no improvement in behaviour following a SSP a Pastoral Support Program will be put in place with the aim to support improved behaviour. A PSP is put in place when a student is at risk of permanent exclusion.

8.7 Mobile phones

Mobile phones are not to be used on the school site. Students must turn off mobile phones and store the phone away in their bag on entering the school site. If a phone or smartwatch is seen when on site, it will be confiscated by the member of staff and taken to Student Services. Students will get their device back at the end of the day on the first two occasions each term. After this, a parent/carer will need to collect the phone. It will not be handed back to the student.

If a parent/carer needs to contact their child urgently, they can do this by phoning the school. Likewise, if a student needs to contact their parent/carer in an emergency, they will be able to do this at the Student Services.

8.8 Punctuality to lessons

Every minute of learning matters. All students are expected to be in the right place, on time. A student is deemed to be 'late to lesson' if they enter a classroom after the register has started to be taken. Staff will record lateness on Edulink by:

- Marking the register with an 'L' and entering in the number of minutes late.
- Adding a 'late to lesson' behaviour point.
- Tell the student they will have a late to lesson detention at break, at an appropriate time.

Students will automatically incur a late detention for each lesson they are late to. A day is break time to break time, so can include P5 the previous day.

Late detentions happen daily at break in E2, starting at 10:55, prompt.

- Missed late detention = Automatic leadership detention (after school)
- Missed leadership late detention = isolation

9. Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Staff training

Our staff are provided with training on managing behaviour, together with responding and recording incidents of sexual harassment/abuse. Including proper use of restraint, as part of their induction process and safeguarding training. Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Assistant Headteacher and full governing body every academic year. At each review, the policy will be approved by the Headteacher.

12. Links with other policies and documents

This behaviour policy is linked to the following policies:

- Anti Bullying and Discrimination policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Culture and Behaviour Handbook
- Educational trips policy

Appendix 1 – Misbehaviour and Consequences

| | |
|--|--|
| Late to School | <p>Late to school 2 days in a week = 30 mins after school detention.</p> <p>Late to school 3+ days in a week = 60 mins after school detention. Students arriving late to school should ensure that they sign in and head straight to lesson. Repeat offenders referred to Head of Year and SLT line management.</p> |
| Late to Lesson | <p>Subject teachers record late to lesson by marking an 'L' on the register and giving a student a 'late to lesson' behaviour point and break time detention.</p> <p>Persistent lateness to lessons will be monitored by Tutor/HoY/SLT and appropriate intervention (SSP) will be put in place.</p> |
| Inappropriate uniform / Drawing on hands or face or legs | Refer to Student Services for resolution / logged on file. Tutor, HOY and parent/carer informed. |
| Improper use of toilets | <p>Only one student is permitted in a cubicle at a time.</p> <p>If students refuse to follow this instruction:</p> <ul style="list-style-type: none"> • A behaviour point will be issued for <i>refusal to follow instructions</i>. <p>If the incident occurs during break or lunch, and involves more than one student in a cubicle, an after-school detention will be issued. Ensure the student is informed.</p> |
| Wearing a hoody or inappropriate items of clothing in school | Hoodies or other inappropriate tops, trainers etc. are confiscated and taken to Student Services and returned at 3:25pm. Repeat offenders will be referred to HOY/SLT for a consequence and/or intervention. Refusal to do so will result in an After School Detention. |
| Chewing | Chewing gum banned in school and if found chewing, expect to be placed in the bin and if refused there will be an After School Detention set. Gum confiscated and not returned. |
| Jewellery (in addition to 2 studs in each ear and a watch) | Additional items will be confiscated and placed in Student Services and returned on the next Friday at 3:25pm. Repeat behaviour will result in Tutor/HOY intervention. |
| Excessive Makeup | Student asked by tutor/class teacher to remove excess make up. Contact home made by tutor. |

| | |
|---|--|
| Lack of equipment | Tutor to be informed and monitored during tutor time. Parents/carers to be contacted and support put in place where necessary. |
| Not Completing Classwork | Stepped approach and lunch or After School Detention set by teacher and inform Head of Department (HOD). |
| Disruptive Behaviour in Lesson | See Above, section 8. |
| Persistent Disruption and Challenging Behaviour lesson/unstructured time | Depending on the incident and student's behaviour timeline. After School Detention / Reflection Room / Suspension / Permanent Exclusion. |
| Mobile Phone Used in School | Removed from the student and passed to Student Services. Refusal to hand over will result in student removed to the Reflection Room until it is handed in. The phone will be confiscated each morning for the remainder of the week in Student Services. 3rd confiscation requires a parent to collect the phone. See section 8.5 for details. |
| Unkind / Inappropriate comments to others | Reported to Tutor / HOY. |
| Swearing in school | Detention |
| Verbal Abuse / Swearing at Staff | Student removal to the Reflection Room and consideration for suspension taken by the Headteacher |
| Failing to attend a Detention | Escalated to a leadership detention. HOY/SLT to monitor repeat behaviours. Failure to attend a leadership detention will result in a day in the Reflection Room and After School Detention |
| Truancy single lesson (10 minutes or more out of a lesson without permission) | After School Detention set by the subject teacher. If student found and refuses to go to lesson, then rest of the day or next day is spent in the Reflection Room. |
| Truancy multiple lessons | Removal to the Reflection Room on same or next day and consideration for suspension, if defiance and disruptive behaviour, taken by the Headteacher. |
| Failing to behave in the Reflection Room | Parents/carers contacted, and final warning given. Suspension and repeat day in Reflection Room. |
| Failure to follow staff instructions / Defiance /Walking away from staff | Removal to the Reflection Room. If on multiple occasions, this could lead to suspension. |
| Graffiti/Vandalism on school property | Students charged the cost of cleaning/replacing damage. Staff will review the incident, and this may result in either an After School Detention / time in the Reflection Room or suspension. |
| Smoking (including vapes) | Student search/ parent/carers informed / After School Detention. Repeat behaviour – |

| | |
|--|---|
| | Reflection Room & referral to Catch 22. Metal detector may be used if student is suspected of concealing a vape on their person. |
| Fighting | Detention / Reflection Room / Suspension |
| Theft | Detention / Reflection Room / suspension |
| Bullying | Detention / Reflection Room / suspension |
| Racist, sexist, homophobic or discriminatory behaviour | After School Detention / Reflection Room or suspension considered by the Headteacher. Designated Safeguarding Lead to review and consider a prevent referral. |
| Possession / Supply of illegal Substances / Alcohol or Dangerous Items | Suspension. Based on severity and impact on school community a managed move/Directed off site provision/Pastoral Support Plan/Suspension/Permanent Exclusion may be required. |

The consequences listed above are proposed as a guideline and will be administered by staff as appropriate to the situation. Where multiple options are listed, the senior member of staff reviewing the incident will make a judgement on what is fair and proportionate.

Key

HoY = Head of Year

HoD = Head of Department

Appendix 2: Follow up on repeated poor behaviour

| Trigger | Actions | Follow up |
|--|--|--|
| Reflection Room 3+ in a week (if more than one subject) | Form Tutor phone call home | HOY to check has happened |
| Reflection Room 6+ in a half term | Tutor Report/SSP with follow up meeting | HOY to check Tutor Report/SSP in place and update parents SSP/PSP overview |
| Truancy | Truancy message from Attendance Officer and contact home from class teacher. Refusal = Reflection Room | ASD set by class teacher |
| Truancy - 6 in half term | HOY parent meeting and SSP | AHT meeting if no improvement with HOY to review SSP. |
| Multiple Detention Accumulated 5 ASD (2.5 hrs) booked in | Day in the Reflection Room and HoY to contact home | AHT to check support plan with HoY |
| 10 + after school detentions in a HT | HoY SSP | AHT for behaviour to join review meeting |
| Repeated missing detentions | HOY SSP and look at reasons for initial detentions | SEND referral |
| Suspension 1st instance | HOY/AHT to run meeting, depending on incidents Targets set during reintegration meeting | HOY to check up after 1 week and contact home |
| Suspension 2nd instance | SSP to check with HOY | HOY check on targets after 1 week and make contact. Review meeting set for 3 weeks |
| Suspension 3rd instance | AHT behaviour review SSP and monitor for possible PSP | STIPS referral Fortnightly check-ins with HoY |
| Repeat suspensions | Governor supported return to school meeting | PSP actions updated |
| 20 behaviour points* | Tutor report | |
| 40 behaviour incidents* | HOY SSP parent meeting | 3 week and 6 week |
| 60 behaviour incidents* | AHT SSP parent meeting with HOY | STIPS referral 3 week and 6 week |

SSP = Student Support Plan

PSP = Pastoral Support Plan

* In a term, including just Prejudice Incidents, Bullying, RR, FR and Serious Incidents

* In a term, including just Prejudice Incidents, Bullying, Truancy, RR, FR and Serious Incidents

Appendix 3: Home School Agreement

The Priory School is a Church of England School and we work within the framework of Christian principles.

- We respect the beliefs of others
- We value each student as a unique individual
- We strive for the highest standards
- We provide a disciplined working environment
- We care for every individual

The Priory School aims to:

- Promote the highest standards of academic achievement, motivation and behaviour among students.
- Effectively deliver the National Curriculum, and Religious Education in accordance with County policy.
- Encourage each individual child to develop her or his talents to the full.
- Promote mutual respect and consideration among members of the school community so that each feels valued. Implicit in this is the provision of truly equal opportunities for all.
- Foster an awareness and appreciation of moral values and attitudes.
- Foster in our students creative, lively and enquiring minds with the ability to question and discuss rationally.
- Promotion, awareness and involvement in the local and wider world community and understanding of other races, religions and cultures.
- Promote an awareness of our place in, dependency on and respect for the world environment.

Appendix 4: Sexual harassment and sexism

At The Priory School we want everyone to feel they belong and are included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and students are encouraged to call out and report this behaviour through the many different methods available.

If students make these comments, we will: Ask them to apologise to anyone the comment was directed at. Support and educate them to improve their behaviour. We will monitor their behaviour for any recurrence. Through student assemblies, staff training we will continue to improve and address this subject and make clear our zero-tolerance approach.

We define sexual harassment as unwanted conduct of a sexual nature. This can be in the form of verbal, visual, or physical conduct of a sexual nature which; violates your dignity makes you feel intimidated, degraded or humiliated, creates a hostile or offensive environment. It is important to note you don't need to have previously objected to someone's behaviour for it to be considered unwanted.

Where appropriate case by case consequences will be put in place and we will work closely to support the victim(s). Making sure their feelings are at the forefront of our sensitive approach and follow up. Internal and external interventions will be put in place for the perpetrator(s).

Through the RE/PSHCE curriculum and assembly themes cover what healthy and respectful behaviour towards one another looks like. child on child abuse, consent, coercive control and other pertinent topics such as the effects of harassment, will be covered in age-appropriate lessons/sessions with skilled and trained staff. Through our school's fundamental approach to positive relationships, we aim to create a culture in our school where students feel listened to, feel empowered to report unwanted conduct. That any reports received by staff will be done so supportively, sensitively and taken seriously and the follow up will be appropriate and handled with care on a case-by-case basis.

Appendix 5: Exclusions Statement

The Priory School must maintain discipline and good conduct to secure an organised and safe learning environment so that teaching and learning can take place.

A decision to exclude a student should be taken only:

- in response to a serious breach or persistent breaches of the school's behaviour policy and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school.

Only the headteacher (or in his/her absence, the most senior teacher who is acting that role) can suspend or permanently exclude a pupil.

A student will be deemed to be acting as a member of the school whilst in school uniform and travelling to and from the school or as a member of a school trip. A student, whilst in school uniform, who is proven to have acted in breach of school expectations outside school, will be considered as bringing the school into disrepute.

Permanent Exclusion

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with discipline offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the Headteacher's judgement, it is appropriate permanently to exclude a child for a first or one – off offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Possessing, using or supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Any serious incident that brings the school into disrepute

(These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.)

Suspensions

The length of the suspension will seek to reflect:

- The seriousness of the incident
- The response to previous periods of exclusion

The student should return to school once he/she has had a reintegration meeting with a senior member of staff, with his/her parents. Suspensions will not be extended if the parents/carers are unable to accompany the student on his or her return, however a student may need to recommence their learning in the Reflection Room until such a meeting takes place. During the suspension, the parent/guardian has a duty to ensure that their child is not present in a public place in school hours, unless there is reasonable justification for this. The parent/guardian may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified dates. If so, it will be for the parent/guardian to show justification. For a suspension of six days or more the school will arrange suitable full time educational provision at an alternative venue from the sixth day.

Disciplinary Hearings

The Disciplinary Committee of the Governing Body will meet to consider all Permanent Exclusions.

The Disciplinary Committee will meet to consider Fixed Term exclusions of 15 days or more and for students receiving 15 or more days in any given term.

The Disciplinary Committee will also meet with Parents and students on a more informal basis to consider serious behavioural incidents.

Appendix 6: Drugs statement

The school has an important role to play in helping young people to lead healthy lives. We recognise that drug misuse is a widespread social problem, and it is essential that we understand and support young people and their parents/carers rather than condemn their actions or contemplated actions without insight. However, the school's opposition to the misuse of drugs is unequivocally reflected in this statement.

The word 'drugs' is used in its widest sense of non-prescribed mood-altering substances, to include social drugs such as alcohol and tobacco, whose use is legal within certain limits; illegal drugs (including the use of social drugs by children), medicines, novel psychoactive substances ("legal highs"), volatile substances and other substances which can be used to alter mood, such as solvents. Drug misuse is drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems.

The school recognises its responsibility to the individual as well as to the whole school community in relation to drug incidents.

Any incident or information regarding the misuse of drugs will be reported to the Senior Leadership Team for the implementation of appropriate action. The school will consider each drug incident individually and recognises that the most appropriate response should be applied to deal with the incident. Any incident of misusing a banned substance or being in possession (for misuse) of a banned substance in school will lead to a permanent exclusion.

In addition, the following alternative responses may be considered in supporting the school's behaviour policy including:

- The use of in-school ELSA services
- Referral to outside agencies for counselling treatment
- Intensive in-school programmes (Pastoral Support Programme)
- Inter-agency education programmes such as Surrey Drug and Alcohol Action Team, Catch 22.

Any repeated behaviour will lead to permanent exclusion. Any student proven to be dealing in banned substances at the school (including travelling to and from school, on school trips or visits and/or whilst in school uniform), whether in possession or not of the banned substance, will be permanently excluded and the police will be informed.

Any disclosure by a student that (s)he has been misusing drugs or is concerned about someone else's drug misuse should be reported immediately to a member of the Safeguarding team or Senior Leadership Team who will inform the Headteacher.