



## Behaviour Policy

<b>Member of Staff Responsible</b>	Chief Executive Officer
<b>Relevant guidance/advice/legal reference</b>	Behaviour and discipline in schools', January 2016, available from <a href="http://www.gov.uk">www.gov.uk</a> . Education and inspections Act 2006 Education Regulations 2014 Trustee with primary/secondary experience
<b>Approved by</b>	Trust Board
<b>Date of Policy</b>	May 2021
<b>Review Cycle</b>	3 years
<b>Date of Next Review</b>	March 2024
<b>Website</b>	Yes (published annually)

This policy is divided into two sections.

**Section 1** is common to all schools in The 3-18 Education Trust and reflects the over-arching principles of behaviour and discipline in our schools. It covers the remit of behaviour management and is written based on the guidance and statutory requirements referenced in the table above. These are approved by the Board of Trustees.

**Section 2** refers to the detail of how the policy is implemented at insert name of school, specifically including sanctions and rewards (amongst other matters); this section is written by the school's Senior Leadership Team and conforms to the policy.

## SECTION 1

### Rationale

It is our aim that every member of the trust's community – students, staff, parents, governors, trustees, the wider community - feels valued and respected, and is treated fairly. Specifically this applies to the management of behaviour in every respect. We are a caring community, whose values are built on mutual trust and respect for all. We therefore expect **all** members of our community to set an example to others in order to establish, by way of routine and instinct, the highest standards of behaviour.

In so doing we aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure our young people complete their work to the best of their ability. Thereby through enabling excellent learning and good choices, we wish to prepare our students for life after school.

The Statement from the Department of Education has a number of key points which indicate the remit of teaching staff in discharging their responsibility for good behaviour in schools. These are on page 6 of that document (Behaviour and discipline in schools, January 2016, available from [www.gov.uk](http://www.gov.uk)).

**Our Behaviour Principles** - in our family of schools, through an ethos of kindness and support for each other, we expect:

- everyone in our community to uphold high expectations and standards of behaviour, and to recognise good choices, value the importance of self-discipline, celebrate diversity and promote a culture of success.
- our young people to take responsibility for their own actions.
- our young people to consider the impact of their behaviour on others, through an ethos that fosters self-regulation of behaviour and mutual respect between students and between staff and students.
- our young people and staff to set a good example, through their conduct both within the school and in the wider communities of our schools.

Our schools will remind all members of the community, both regularly and frequently of our **Behaviour Principles**, and will do this by highlighting the expectations and standards of behaviour.

### **Impact on learning – the value of trust.**

Excellent standards of behaviour lead to enjoyment of learning and celebration of the people, activity and purpose within our school communities. All our schools operate on trust, and implicitly we trust our students to make good choices. Frequently, the education

of the difference between right and wrong is explicitly delivered and wherever possible it is appropriately recognised.

## Standards

Standards of behaviour will be assessed and monitored:

- through our students' engagement in the classroom and the manner by which they complete their work,
- in their order and conduct in the corridors,
- through the way they wear their uniform
- outside the classroom – at lunch-times, break times and at the margins of the day,
- whenever they represent the school beyond the school walls, for example: on school trips or sporting events
- on their journey to and from school (DfE guidance on behaviour states that school can reserve the right to challenge behaviour outside of school settings).

## Evaluation

We will judge the impact of our policies and expectations through using:- behaviour records, Attendance records, Staff/student/parent voice, lesson observations/learning walks, anecdotal observations.

## Anti-Bullying Statement

Our family of schools is defined by kindness and mutual support and we want all the people in our communities to understand the value of good choices in the way they support and help each other. Our schools and communities share this message both individually and collectively, on a regular basis. At the heart of our work on behaviour is a zero tolerance approach to any form of bullying and we take bullying seriously. All schools in the Trust believe that everyone has the right to feel welcome, safe and happy and are committed to ensuring that all members of the school communities are able to achieve their potential without the fear of being bullied. Bullying of any kind is never acceptable and will not be tolerated.

We will seek to educate any individual who acts against our expectation in order to develop more positive behaviour and we will support all those who are the victims of unkindness.

The Anti-Bullying alliance defines bullying as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.' The trust supports this definition, whether it is physical or emotional. However, if there is a incident, by definition for the first (and hopefully only) time of 'intentional hurting of one person or group by another person or group, where the relationship involves an

*imbalance of power'* our schools will refer to this as **bullying behaviour**. The outcomes of this incident will be treated according to the judgement of the severity of said incident. i.e. even though the definition of bullying means the behaviour is 'repetitive' we will still treat single incidents seriously; this reference provides a significant opportunity for an individual to reflect carefully on their choices, in order to make better ones in the future. This will involve investigation and careful evaluation of the incident in order to arrive at an appropriate response and judgment of the next steps.

It is the responsibility of all members of the school communities to implement the anti-bullying procedures (which are found in each school's web-site) and it is our aim to prevent bullying by establishing a positive environment and encouraging standards of behaviour that promote a sense of responsibility, for the welfare of others. Students, parents/carers and staff should understand that reporting instances of bullying is essential and be assured that they will be supported.

The use of technology to intimidate others is an increasing national trend and that such forms of bullying will also be dealt with robustly under each school's anti-bullying procedures.

### **Stakeholders**

Although our Behaviour policy is primarily written for and about our young people (students and pupils), our schools have the highest expectations of its staff and governors (through their respective codes of conduct).

The role-model ethos, whilst an essential part of our development of students, must be reflected in all aspects of the work of staff and governors, as well as the manner by which parents/carers and the wider community engage with the school. The standards we set to each other are the standards which enable our values and expectations to be achieved; therefore, there will be consequences for any individual who fails to adhere to such standards.

### **Process**

We expect the student and staff voice in all schools to be an essential dimension of developing a behaviour policy. All iterations of the individual school's processes and procedures, including rewards for positive behaviour include a role for the student body to shape those ; staff voice must also be included in this respect.

Each school is expected to have its own behaviour management system which will include its own rewards, sanctions and other relevant procedures and areas of support. Any procedures will be consistently based on the rationale above.

### **Autonomy with common ground**

Each school has the autonomy to establish its own rewards and sanctions systems (which are stated in section 2) to reflect the various contextual influences on a school. Each school, has regard to the detail contained in Behaviour and discipline in schools (2016), to including:

- Screening and searching
- The use of reasonable force
- The power to discipline beyond the school gate
- Working with local agencies where required
- Support for staff accused of misconduct

Each school, through its procedures, will also recognise the requirements of the Disability Discrimination Act and issues covered in the Human Rights Act and Race Relations Act, is integrated with the school's SEND policy, and is delivered using our standard teaching and learning and pastoral systems. Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who are being supported under the SEND Code of Practice. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled students by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed term exclusions.

Due to the guidance making explicit reference to the law, the procedures will cover the guidance by referring to:-

- Rewards
- Sanctions
- Confiscation
- The use of reasonable force (including the power to search)
- Seclusion/isolation rooms

### **Outside school**

According to the Education and Inspections Act 2006, a school may impose a sanction:

if the student is not on site but where conduct falls below a standard that can be reasonably expected. The school will decide if it is 'reasonable' to impose a sanction in order to impact upon the student where misconduct prejudices the good order and welfare of the school, its staff and students and/or brings the school into disrepute.

if the student has failed to comply with a previous sanction imposed eg remain out of the the public eye during school hours when excluded.

If a students harasses another student, member of staff or member of the public.

This policy links with the [Exclusion policy](#).

## SECTION 2

### Roles and Responsibilities

- The **Headteacher and Senior Leadership Team** will be responsible for the day-to-day management of the policy and procedures.
- **School staff, including teaching and support staff**, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied, actively recognising effort and achievement and promoting high standards of behaviour. School staff will play a key role in advising the Headteacher and the Senior Leadership Team on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher and School Leaders, for creating a high quality, inclusive learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. School staff will ensure parents and carers are kept informed about their child's behaviour.
- **Parents and carers** are expected to sign the **Home School Agreement** at the point of enrolment and to work in partnership with the school to assist their child in maintaining high standards of behaviour, both in and out of school. It is important that parents revisit the agreement and the Behaviour Policy at the start of each academic year; these documents can be found on the school website.
- **Students** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- **Governors** will consult with the Headteacher, SLT, staff and parents regarding the monitoring of the policy and procedures.

### Application of the policy – the school's jurisdiction

In line with The Trust's expectations in Section 1 this policy applies to all students who remain subject to the school's jurisdiction. The rules within the policy apply when students are on the school premises during school hours, on visits and trips, during any other events or occasions related to the school e.g. study leave or work experience and any occasions where the students are the responsibility of staff. When students are travelling to and from school in uniform, they are considered to be representing the school and therefore the policy applies.

The school reserves the right to take interest in, and impose sanctions for, any misconduct by any student at any time, beyond the bounds of the school day, week and term and beyond the boundaries of the school site, where such misconduct prejudices the good order and welfare of the school, its staff and students or brings the school into disrepute.

### Procedures

#### 1. Rewards

Along with continued reinforcement of our expectations and values, rewards and celebration of achievements are seen by The Priory School as the most positive way in which to encourage good behavior, motivation and academic progress. Our School community recognises and celebrates the successes of individuals and groups in a variety of ways and continues to review the rewards system in consultation with students, staff and

parents/carers.

Rewards can be given by any member of the school staff and will be regularly monitored by the tutor, Head of House and the Assistant Headteacher (Student Welfare).

### **(i) House Learning Awards (HLAs)**

HLAs are awarded for the following:

- an exceptional written task
- exceptional homework
- a sustained high level of effort in class
- exceptional progress during a unit of work
- exceptional independent study
- exceptional contribution to group work
- exceptional contribution to group discussion
- an exceptional practical task
- an exceptional presentation
- being generous, helping another student
- enterprise

HLAs are recorded on ClassCharts and parents and students will be informed of the award on the same day via the ClassCharts Parent and Student app, respectively. They are regularly monitored and students are awarded certificates when they achieve a certain number of HLAs in an academic year:

15 HLAs = bronze certificate (presented by the Head of House during House assembly)

30 HLAs = silver certificate (presented by Deputy or Assistant Headteacher during year or key stage assembly)

50 HLAs = gold certificate (presented by the Headteacher during full school assembly)

75 HLAs = Platinum certificate (presented by the Headteacher during full school assembly)

100 HLAs = Diamond certificate (presented by the Headteacher during full school assembly plus a written commendation from the CEO)

Students achieving the highest number of conduct points (the number of HLAs minus any behavior logs) will be invited to a buffet lunch with the Heads of House at two points in the academic year.

### **(ii) The Headteacher's Award:**

Each week, a small number of students will be selected for the Headteacher's Award. This award recognizes those students who have gone above and beyond in any area of school life. Students receiving the award will be invited to meet with the Headteacher for a small breakfast and parents/carers will be notified of the award by text or email.

### **(iii) House Colours:**

House Colours are awarded for outstanding, sustained contribution to the House, going over and above what is expected on multiple occasions. Students are eligible to receive House Colours once they have been at the school for a year and will receive a badge and certificate

as well as having their name on the House Colours board. Senior House colours can be awarded to students in Key Stage 4 who have continued to demonstrate sustained contribution to their House throughout KS3 and into KS4.

#### **(iv) Awards Evenings:**

Awards evenings are held towards the end of the academic year to celebrate students who have demonstrated our core values of being selfless, self-assured and successful.

A variety of other forums may be used to recognise the successes of students, including:

- letters, emails and phone calls home
- form tutor achievement boards
- displays around school
- school newsletter via the school website
- assemblies

## **2. Communicating with Parents**

### **(i) ClassCharts**

ClassCharts is used by Priory School staff to record attendance, positive and negative behaviours, homework and to convey announcements. Parents and students have live access to the above information via the Parent and Student apps. All positive logs (HLAs) are immediately shared with students and parents via the ClassCharts app. Some negative logs, those which do not require further intervention, are also shared via the apps. These include but are not restricted to:

- Punctuality
- Equipment
- Uniform

Any logs that require further intervention will not be communicated via the app. Students, parents and careers will be made aware of these transgressions, either via an email or a telephone conversation.

### **(ii) Planning Meetings**

Where a pattern of poor choices emerges and it is clear that other interventions have not been successful, the Head of House will consult with the Assistant Headteacher (Student Welfare) to determine whether a Planning Meeting should be called (please note that Planning Meetings may be called for a variety of reasons, not just poor behaviour). The Planning Meetings have three stages, increasing in severity. All Planning Meetings involve the student and their parent(s)/carer(s) and the following:

Stage 1: Form tutor and Head of House

Stage 2: Head of House and Assistant Headteacher (Student Welfare)

Stage 3: Assistant Headteacher (Student Welfare), Headteacher, Local Authority Education Access Team

The planning meeting will involve discussion of the key concerns, any contributing factors and the completion of an action plan. This will be sent to parents/carers and reviewed within



an agreed timescale at a planning review meeting. This may or may not involve the parent/carer but outcomes of the meeting will be shared with parents/carers.

This is a stepped process and students who do not regulate and reform their behaviour will move on to the next stage. On occasions, behaviour may deteriorate very rapidly, in which case a stage 2 or even stage 3 planning meeting may be called without holding the previous stage.

### **3. Sanctions**

There is no set sanction for a particular behaviour as there are different degrees of severity and all circumstances must be considered when deciding on the response to poor behaviour choices.

The following sanctions may be applied:

- withdrawing a student from a lesson or from a peer group
- detentions, including during and after school
- power to search & confiscation of property
- internal exclusion
- exclusion from school, either for a fixed term or permanently
- compensating the school or an individual for damaged or stolen property
- withdrawing participation in a school trip or event

At The Priory School, we will help students to learn how to behave and will implement support structures for students whose behaviour gives cause for concern

We have the right to apply a wide range of sanctions/consequences to students who break school rules, fail to follow instructions or behave in a way that is unacceptable. All poor behaviour is logged on ClassCharts and is monitored closely.

#### **Dealing with incidents of poor behaviour in lessons**

It is the responsibility of the class teacher to manage the behaviour of the students in their classroom and class teachers should be proactive in their response to classroom management. Classrooms are places of learning and we have high expectations of student

behaviour in lessons. For instances of low-level disruption, the following process will be applied:

- a verbal warning (e.g. for talking, not focusing on work)
- 2 minutes outside the classroom
- moved within class
- moved to work with Head of Department or other member of staff

An academic detention may be given at any time during this process.

### **Dealing with incidents of poor behaviour out of class**

The same high expectations of behaviour apply at all times and all staff members are responsible for managing poor behaviour. Students who misbehave around school or whilst representing the school, will be subject to a range of sanctions as set out below.

#### **A) Detentions**

If a student is set a detention to be served after school hours, they will be given a slip by the member of staff setting the detention, detailing the date, time, location and reason for the detention. This will be given to the student at least 24 hours before the detention and is the school's way of communicating that the detention has been set. Therefore, parents/carers are expected to sign the detention slip in acknowledgement.

There are different types of detention; academic, pastoral and School. Academic detentions will be set by a class teacher for poor behaviour or lack of homework in a lesson. Pastoral detentions will be set by the Head of House for repeated lateness, uniform infringements, inappropriate use of a mobile phone or poor behaviour outside the classroom. School detentions are more serious and are always held on a Friday by a member of the Senior Leadership Team. A School detention may be set for students who miss academic or pastoral detentions, or for more serious poor behaviour.

Students may be given break and lunch time detentions but will always be given the opportunity to get food or go to the toilet.

On occasion, a student may be kept back at the end of the school day without notice to the parent. If this is the case, it will not exceed 10 minutes.

#### **(i) Community Service**

During a detention a student can be instructed to carry out tasks that focus on encouraging them to give back their time for the greater good of the school.

Examples of Community Service tasks which a student may be asked to do whilst serving a detention can be found below. This list is intended to give an idea of the tasks but is not intended to be exhaustive.

- Litter picking (Risk assessment in place, protective equipment provided)
- Collecting recycling
- Cleaning (protective equipment will be provided)

- Technical tasks, relevant to specific departments

Safety will be paramount and risk assessment are in place for some activities,

## **B) Power to search & confiscation of property**

The Priory School adheres to the guidance set out in: **Searching, screening and confiscation Advice for headteachers, school staff and governing bodies**

### **(i) Searching**

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers, Lighters, Vaping equipment, E-liquids and e-cigarettes
- fireworks
- pornographic images
- any article that the member of staff 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 pupil).

The Headteacher and authorised staff can also search for any item banned by The Priory School rules which have been identified in the rules as an item which may be searched for.

The Priory Schools is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### **(ii) Confiscation**

Priory school staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

### **(iii) Location of a search**

Searches without consent can only be carried out on the school premises or, if

elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

#### **(iv) Authorising members of staff**

- Headteachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing. There should be at least two members of staff present which should take into account and be sensitive to the gender of the student whose bags/possessions are being searched
- Staff can refuse to undertake a search.
  - Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.

#### **(v) Use of Reasonable Force**

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

This will only ever be as a last resort. SLT and key members of staff who support high needs students will receive MAPA training and have this updated as needed. It is this team of people who should be called upon if staff feel a situation with a student may escalate.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff cannot use force as a punishment – it is always unlawful to use force as a punishment. School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Staff should not therefore hesitate to act in an emergency, provided they follow these guidelines. Staff have a legal obligation to safeguard the welfare of students in their care.

Specific details, including risk evaluation, methods of handling and recording of incidents, are in DfE guidelines.

### **C) Internal exclusions**

Students placed in an internal exclusion must report to their Head of House at 8.30am on the day of the sanction and hand their phone in. They will spend the day working in isolation with opportunity to have rest breaks and purchase food and drink but will not be allowed to socialise with other students. They will not have a member of staff with them for the entire time but will be checked on at regular intervals and will be sat in a public place where staff will be able to see them. Every effort will be made to provide extra support for students who receive it in lessons.

### **D) Fixed term exclusions**

In most cases an external fixed term exclusion will be the last resort after a range of measures

have been tried to improve the student's behaviour. We follow DfE guidelines on exclusions, and the final decision to externally exclude can be made only by the Headteacher or through delegation to a member of the Senior Leadership Team. When deciding to exclude a student the Headteacher will ensure that the matter has been investigated and that a record is kept of his actions and those of other staff.

**The standard of proof to be applied is the balance of probabilities rather than beyond all reasonable doubt, i.e. if it is more probable than not that the student did what he or she is alleged to have done, the Headteacher may exclude the student.**

A **reintegration meeting** will always follow a fixed term exclusion and will typically involve the student, parents/carers, Head of House and a member of the Senior Leadership Team. The terms of re-admission will be discussed and agreed on in this meeting as well as any ongoing support for the student.

Examples of behaviours which may lead to a fixed term exclusion can be found below. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive.

- *swearing at, or about, a member of staff*
- *discriminatory abuse*
- *persistent bullying*
- *gross disobedience*
- *fighting resulting in physical harm*
- *theft, graffiti or vandalism*
- *serious misuse of technology*

### **Return to school following an exclusion of five days pending permanent exclusion**

On very rare occasions, a student may be excluded for a period of 'five days pending permanent exclusion'. This would occur where the school deems the behaviour of the student (whether for a one-off incident or cumulatively) to be serious enough to consider permanent exclusion but needs time to investigate further or consider the severity of the latest incident more closely. If a student is allowed to re-join the school community following the five-day exclusion, it will be under strict conditions. This will include daily monitoring by a member of the Senior Leadership Team and an understanding that any further significant breach of the school rules will probably result in the decision to permanently exclude the student.

### **E) Permanent exclusions**

At times, it is necessary for the Headteacher to consider permanent exclusion in response to a student's behaviour; reasons for this may include, but are not limited to, the following:

- all other steps to encourage the student to obey the school rules have failed
- allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school
- persistent and defiant behaviour. This would encompass bullying, including discriminatory abuse
- serious actual or threatened violence against a student or member of staff

- sexual misconduct
- supply of an illegal drug, or severe misuse of an illegal drug
- carrying an offensive weapon

For further information relating to fixed term or permanent exclusions, please refer to our Exclusions policy.

#### **F) Restorative approaches**

On occasions, we will consider whether a restorative approach is appropriate and will arrange for students to meet in a formal setting with mediation. This approach may also be undertaken between students and staff. This will only be if all parties are happy to proceed and will not necessarily replace a sanction.

#### **G) Compensating the school or an individual for damaged or stolen property**

In the unlikely event where a student's property has been stolen or damaged, the school may ask the aggressors parents or carers to contribute to funding the replacement of the item/s

#### **H) Withdrawing participation in a school trip or event**

When there are significant concerns regarding a student's behaviour the Priory School holds the right to withdraw a student from a school trip or event.

In this case 'significant concerns' means students have displayed behaviours that pose a risk of harm to themselves or others, or behaviours that consistently bring The Priory School into disrepute.

If it becomes apparent that there may be the need to withdraw a student from a school trip or event. Parents/Careers will be contacted, in most cases a planning meeting will be arranged and a risk assessment will be put in place. If it is deemed that the risk is too high and no more reasonable measures can be put in place to lower the risk, a student can be withdrawn.

If a prearranged sanction coincides with a school event, the school can withdraw the student for said event to ensure the sanction is upheld.

#### **Appendices to the Behaviour Policy**

- I Support systems**
- II Specific rules communicated to students**
- III Protocol for informing police of behavioural events in school**
- IV Protocol for interviewing students**

The Behaviour policy should be read with reference to:

- The Anti Bullying policy**
- The Exclusions policy**
- The Home-School agreement**
- The SEND policy**
- The Complaints policy**
- The Substance Misuse policy**
- The School Uniform rules**

## **Complaints procedure**

### **Students**

If a student has a complaint about the way he or she has been disciplined or treated then he or she must firstly discuss the matter with their form tutor. If the matter remains unresolved or concerns the form tutor then it should be referred to the Head of House. It is envisaged that the majority of student concerns can be dealt with at this level. However, if a matter remains unresolved then a member of the Senior Leadership Team will review the matter.

### **Parents and Staff**

The Governors have a published Complaints Policy which can be reviewed via the school website.

## APPENDICES

### APPENDIX I

#### **Support Structures**

The following structures exist within the school to support students whose behaviour is causing concern. Referral to these areas of support is usually via the Head of House and parents/carers will be involved in discussion regarding intervention.

#### **Mentoring**

Tutors, Learning Mentors and peer mentors work within the school to support and encourage students who are not achieving their potential.

#### **Placement on the SEND Register**

Students on the register are monitored by the SENDCo and appropriate interventions are put in place.

#### **Involvement of Education Access Service**

Where the school believes that advice and/or intervention from an external source would be beneficial, the Local Authority Education Access Service may be contacted to work with the school and student/family to explore strategies to ensure the student remains in school.

#### **Involvement of Tuition Service**

The school works closely with the Tuition, Medical and Behaviour Support Service (TMBSS). Work may involve one to one or group support, as well as alternative programmes of study at one of TMBSS's tuition centres.

### **Work with the Student Support Team**

Students may be referred to the Student Support Team to address specific areas of concern.

### **Student Reports**

Students whose behaviour does not meet expectations may be placed on report by their Head of House to address specific targets. Students will be expected to report to their Head of House daily and sanctions will be put in place if the report is unsatisfactory.

## APPENDIX II

### **Specific School rules communicated to students**

At The Priory School we trust our students to act according to our rules and expectations; they do this very successfully and there are few rules that we expect them to adhere to.

Our rules and the consequences for breaking them are communicated to students regularly through discussion in form time, assemblies and lessons. The following list gives more information about some of the rules we regularly reinforce. When a student chooses to break the rules they should expect to receive an appropriate sanction.

#### **Uniform and appearance:**

Uniform must be worn at all times on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Students wearing inappropriate clothing will be referred to their Head of House and may be isolated unless they have a letter explaining the exceptional circumstances.

#### **Mobile phones**

The school acknowledges that many parents/carers wish their child to have a mobile phone in their possession for reasons of personal safety. As such, students are allowed to bring mobile phones to school but they must be switched off and out of sight at all times. If a phone is used or seen during the school day without the specific permission of a member of staff it will be confiscated and a further sanction may apply. If this happens multiple times a parent may be asked to come into school to pick up the phone.

#### **Inappropriate language**

Any student heard swearing will be reprimanded by the teacher at the time. Verbal abuse towards other people is not acceptable and will result in a sanction.



### **Damage to property**

The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be punished. Damage should be dealt with by the Head of Department in charge of that teaching area, or by the Head of House outside of lessons. Students will be billed for any subsequent costs incurred for replacement or repair.

### **Out of bounds**

Students are expected to be in designated areas at break times and before and after school. Clear guidance about the exact areas forbidden have been communicated to students:

- the grass/wooded area from behind the sports hall all the way to the path to Bank Farm Road
- The strip of grass between the tennis courts and Longden Road
- car parks, other than to walk through them
- in classrooms at break/lunch unless permission is given by a member of staff / wet break
- the cycle sheds, except for leaving and collection of cycles
- all roof spaces, windows and fire escapes
- any area where building work is taking place
- the school field when weather conditions prevent it from being available for use

### **Misuse of computer equipment**

The school has a clear policy on misuse of computer equipment. Misconduct in this area such as hacking or improper use of the internet can result in loss of privileges and will be dealt with according to the severity of the incident.

### **Offensive conduct to other students**

This includes bullying (physical or verbal), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious. Unacceptable behaviours are detailed in the school anti bullying policy.

If a student is harassed physically or verbally within the school they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence to both parties involved.

### **Offensive conduct to a member of staff**

Abusive language/rudeness or defiance towards a member of staff is very unusual and very serious. Students defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including permanent exclusion from school. Threatening, aggressive or damaging conduct, or repeated misconduct of this sort would be aggravating factors.

Violent conduct towards staff, harassment of a member of staff or their property or family of any sorts, including beyond the bound of the school day or term would be a very serious offence and would most likely result in permanent exclusion from school.

### **Deliberate classroom disruption**

Classroom disruption is unacceptable as it disrupts the learning of others in the classroom. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with our consequences system.

## **Theft**

All cases involving theft including taking property without permission will be investigated by a senior member of staff. A fixed term exclusion is the typical sanction for theft. Each case will be taken on its merits and the school may look to permanently exclude for theft. The Police may be informed.

## **Alcohol and drug-related offences**

All instances suspected to involve alcohol, drugs or substance abuse will be dealt with as described in the Substance Misuse policy. When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of sanction. In cases where illegal substances are involved the Police may be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences.

Any involvement in supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and of utmost seriousness and may lead to permanent exclusion.

## **Smoking**

Smoking is not allowed on the school site or in school uniform off site. Students who are caught smoking or in the possession of smoking paraphernalia, will face a serious sanction. Smoking paraphernalia can include but is not restricted to.

- Tobacco
- Cigarette papers
- Lighters
- Vaping equipment,
- E-liquids and e-cigarettes

## **Possession or use of an offensive weapon**

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances such as are inappropriate within the school confines. The weapon will be confiscated and parents will be invited to collect it or the weapon will be disposed of. The student will be given some form of sanction, which will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to others. Bringing dangerous weapons onto school premises, such as knives and blades, is likely to lead to fixed term or permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a sanction.

## **Possession of other offensive items**

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Exclusion will apply in aggravated cases where the conduct was repeated.

### **Obstruction of justice**

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information will face a consequence. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

### **Improper conduct**

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve police action, and sanctions up to and including permanent exclusion from school. However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age.

## APPENDIX III

### **Protocol for involving/informing the police of behavioural events in school**

The police will be informed when the school is made aware of a criminal act outside school. All information will be passed to the police.

For criminal events within school the police will be informed if it is a significant and serious criminal event.

For less significant criminal events the school will use its discretion as to whether or not to inform the police.

Criminal events are defined as:

- carrying an offensive weapon
- theft
- criminal damage (including graffiti and vandalism)
- drugs (possession and supply)
- assault (peers/adults)
- sexual abuse/harassment
- serious misuse of technology

## APPENDIX IV

### **Protocol for interviewing students**

1. At initial contact in an investigation, it is acceptable for one member of staff to conduct the interview.
2. If during the course of the interview there is a possibility of external exclusion two members of staff may be present (one of whom should be SLT, Head of House or Head of Faculty/Department).
3. During the investigation with two members of staff present, one will question and the other take notes.
4. Notes taken at the interview should include:
  - the date and times of all interviews
  - those present in the interview
  - reported speech, not inference (although notes can be made relating to the conduct of the student, such as gestures that are made or refusal to respond to direct questions)
5. Any investigation leading to internal or external exclusion should have a statement written and signed by the student. It may be appropriate for the student to dictate a statement to a member of staff, in which case they should read it before signing and dating it.
6. The statement can be in free prose or a written response in reply to specific questions.
7. When statements are provided as a reply to specific questions then the student should have an opportunity to add further information.

### **Student Statements**

All witness statements would normally remain anonymous. This is in order to protect the witnesses from internal and also external acts of violence or threats of intimidation.

The investigators and Headteacher may consider an exception to this where the witness statement makes a serious allegation regarding the student under investigation.