



The Priory School

Behaviour Policy

Selfless, Self-assured and Successful

Approved: Summer Term 2023

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Introduction

This policy is derived from The 3-18 Education Trust model policy. Each school in the Trust has adapted relevant sections, which are specific to their setting, their context, their phases and their operational procedures.

This is therefore a Trust-based policy, contextualised for individual schools.

Purpose

The 3-18 Education Trust believes that good behaviour in schools is central to a good education. In order to become accomplished, resilient and compassionate young people when they leave us, all young people must feel confident enough to take risk and make mistakes.

However, in order to full reach their potential, our pupils require clear boundaries and support so that they can learn in a calm, safe and supportive environment and are protected from disruption.

It is our aim that every member of the trust's community – pupils, staff, parents, governors, trustees, the wider community - feels valued and respected, and all stakeholders must be treated fairly. We expect **all** members of our community to set an example to others in order to establish the highest standards of behaviour.

In so doing we aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure our pupils complete their work to the best of their ability. Ultimately, our aim is to prepare our pupils for life after school.

Our Behaviour Principles

In all schools in The 3-18 Education Trust, we expect there to be:

- a whole school approach to behaviour, with simple, clear and well communicated expectations;
- high expectations of pupils' conduct and behaviour, which are commonly understood by staff and pupils and applied consistently and fairly to help create a safe and fair environment;
- support in place from school leaders for school staff in managing pupil behaviour;
- targeted interventions to improve pupil behaviour and support for pupils to help them to meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- proportionate action taken to ensure that pupil behaviour does not disrupt the learning of others;
- a culture in which bullying, physical threats or abuse and intimidation are not tolerated so that all pupils are safe and everyone is treated with respect;
- systems in place to ensure that any incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively;

- a clear understanding from staff of their responsibilities, as set out in Part 1 of Keeping Children Safe in Education 2022, to provide a safe environment in which pupils can learn.

Roles and Responsibilities

The role of school leaders

The school leadership team in all trust school should be highly visible with leaders engaging with pupils, parents and staff on setting and maintaining behaviour culture and an environment where everyone feels safe.

Leaders also play a crucial role in ensuring that staff understand behavioural expectations, induct any new staff thoroughly and provide regular CPD for staff to support them to meet their duties within the behaviour policy.

Leaders use Arbor to analyse behaviour to monitor trends and behaviour types (across school and in lessons) and identify pupils of concern. Pupils of concern are highlighted to Heads of House (HoH) and pupil support for targeted interventions, conversations with parents and carers and identification of planning meeting needs.

The role of teachers and staff

Staff have an important role in developing a calm and safe environment for pupils and in establishing clear boundaries of acceptable pupil behaviour. Staff in all of our schools should also challenge pupils to meet the school expectations and should consider the impact of their own behaviour on the school culture.

The role of pupils

Every pupil in all of our schools should be made aware of the school behaviour standards, expectations, pastoral support and consequences processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules. Pupils should be asked about their experience of behaviour and provide feedback to school leaders.

The role of parents

Parents have an important role in supporting each school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about the management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Staff Induction and development

All new staff receive school specific behaviour management training as part of the school's induction program. This is delivered by the Assistant Head Pupil Welfare, to ensure consistency of approach. Behaviour management strategies and training form part of ongoing staff CPD sessions either on PD days or weekly Monday meetings. This training is focused on staff needs based on leadership monitoring, staff and pupil voice.

Behaviour Expectations and Pupils with SEND and/or Disability

All schools in our trust will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Schools need to manage pupil's behaviour effectively, whether or not the pupil has underlying needs and behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

As far as possible, we aim to anticipate likely triggers of misbehaviour for pupils with SEND and/or disability and we put in place support to prevent these.

Responding to Good Behaviour

Acknowledging good behaviour encourages repetition and rewards provide an opportunity for staff to reinforce the school's culture and ethos. Therefore, we would expect all schools in our trust to have in place rewards procedures and processes in place to reward good behaviour.

Achievement is recognised through the awarding of House Learning Awards (HLAs). HLAs can be awarded for academic but also wider contribution to school life and values.

HLA totals are automatically added up and certificates awarded in assemblies, as and when pupils achieve them. Bronze certificates are given in House Assemblies by House Captains, Silver also in House Assemblies awarded by Head of House. Gold, Platinum and Diamond certificates are awarded by the Headteacher in full school assembly.

These awards are cumulative over an academic year and are reset to zero each September.

The Academic House Cup is awarded termly to the House with the most HLAs.

HLAs are awarded for outstanding attitude to learning and values that represent the three Ss; Selfless, Self-assured and Successful.

Individual's HLA totals build throughout the academic year. Specific milestones are celebrated with achievement awards.

15	= Bronze,
30	= Silver
50	= Gold
75	= Platinum
100	= Diamond

Each Half Term, pupils with the highest total of HLAs, engagement and Attitude to Learning grades from every form are invited to a celebration lunch to celebrate the sustained effort applied across their lessons.

Headteacher's Awards are given to any pupil who goes over and above in lessons and shows dedication to their own progress and the school. Nominees have breakfast with the Headteacher and gain a special mention in the school newsletter.

In the summer term of Year 11, pupils are nominated by staff for academic achievement, work towards our School values of Selfless, Self-Assured and Successful, and contribution to school life over their time at The Priory School.

House and subject awards evening for years 7-10 are held in the summer term. Parents and carers of those pupils receiving awards are invited into school for a celebration event led by the Headteacher. Some subjects such as PE hold a separate Sports Award evening.

House Colours are awarded to pupils for sustained contribution to their House.

House Colours: Lower School

Year 7 can only be awarded House Colours at the end of their first year.

If a pupil did not receive House Colours at the end of year 7, they can be awarded them at any time in year 8 and 9 after a sustained period of House commitment.

Senior House Colours: Upper School

Year 10 can be awarded Senior House Colours at the end of year 10 if they have gone over and above for the House during that year.

If a Year 11 pupil did not receive Senior House Colours at the end of year 10, they can be awarded during Autumn or Spring term at the discretion of the Head of House.

Responding to Misbehaviour

When a member of school staff becomes aware of a misbehaviour, we would expect them to respond predictably, promptly and assertively, with their first priority being to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques can be used to help prevent further behaviour issues arising. It is everyone's responsibility in schools to respond to behaviour incidents.

Staff can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school, including where pupils are wearing The Priory School uniform.

When considering whether a sanction is reasonable, we would expect all staff in our trust to consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

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:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention;
- school-based community service, such as tidying a classroom;
- regular reporting, including: early morning reporting; scheduled uniform checks; being placed 'on report' for behaviour monitoring;
- suspension; and
- in the most serious of circumstances, permanent exclusion

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

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

It is the responsibility of the class teacher to manage the behaviour of the pupils 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 pupil 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.

We have the right to apply a wide range of sanctions/consequences to pupils who break school rules, failure to follow instructions or behave in a way that is unacceptable.

Supporting pupils following a sanction

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- planning meetings to review a child's progress;
- a phone call with parents, and the Virtual School Head for looked after children;
- considering whether support for behaviour management already being provided remains appropriate;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead (DSL) or a deputy.

The following structures exist within the school to support pupils 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 pupils who are not achieving their potential;
- pupils on the SEND register are monitored by the SENDCo and appropriate interventions are put in place;
- 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 pupil/family to explore strategies to ensure the pupil remains in school;
- 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 school's Student Support Team. Pupils may be referred to the Student Support Team to address specific areas of concern;
- pupils whose behaviour does not meet expectations may be placed on report by their Head of House to address specific targets. Pupils will be expected to report to their Head of House daily and sanctions will be put in place if the report is unsatisfactory.

Specific Behaviour Issues

At The Priory School we trust our pupils 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 pupils 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 pupil 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. Pupils wearing inappropriate clothing and/or jewellery will be referred to their Head of House and may be isolated unless they have a letter explaining the exceptional circumstances.

Mobile phones and smart watches

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, pupils are allowed to bring mobile phones to school but they must be switched off and out of sight at all times. If a phone or smart watch 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 pupil 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 member of staff at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be sanctioned. 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. Pupils will be billed for any subsequent costs incurred for replacement or repair.

Out of bounds

Pupils 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 pupils.

Misuse of IT

The school has a clear policy on misuse of computer equipment and IT. 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 pupils

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 appropriate sanctions will be applied.

If a pupil 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 for 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. Pupils 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, their property or family of any sorts, including beyond 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 behaviour management systems.

Theft

All cases involving theft will be investigated by a senior member of staff. A suspension 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

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 and vaping

Smoking is not allowed on the school site or in school uniform whilst off site. Pupils 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/carers will be invited to collect it or the weapon will be disposed of. The pupil 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 pupil carrying such a weapon intended to use it to cause harm or alarm to others; 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 suspension or permanent exclusion. Laser light pens are potentially highly dangerous, even if pupils have no intent to use them in an offensive way. Possession by pupils 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 is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Suspension will apply in aggravated cases where the conduct was repeated.

Detentions

A detention is a commonly used sanction at The Priory School, used as a deterrent to future misbehaviour but also as a restorative conversation opportunity between staff and pupils.

Any member of staff can issue a detention.

According to the *DfE Behaviour in Schools guidance 2022 paragraph 65*, teachers do not need to seek parental/carers consent for detentions. However, where the detention is taking place after school, we will endeavour to give parents/carers 24 hour notice, although it must be noted this may not be possible, especially where it is deemed that the offence requires a same-day detention.

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 pupils who miss academic or

pastoral detentions, or for more serious poor behaviour. Pupils may be given break and lunch time detentions but will always be given the opportunity to get food or go to the toilet. Academic, pastoral and school detentions are all logged on Arbor, which parents and pupils can access by logging into the parent app. A pastoral detention slip is also issued and pupils are encouraged to note any detention in their school planner when a detention is set by either teacher, tutor or Head of House.

Missing two or more academic or pastoral detentions will result in a School Detention. Failure to attend a School Detention with the Senior Leadership Team will result in an Internal Exclusion the next school day.

On occasion, a pupil may be kept back at the end of the day by a member of staff, without setting a formal detention. This may be used for punctuality issues or to ensure an incident is discussed as quickly as possible.

Same-day detentions may be used to sanction pupils who are repeatedly late to school, this may involve loss of social time.

The Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means 'using no more force than is needed.'

Members of staff in all our schools have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline at the school among pupils.

Headteachers and authorised school staff may also use such force as is reasonable when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been used to commit an offence or cause harm.

Screening and Searching

All Trust schools adhere to the DfE 'Searching, Screening and Confiscation, Advice for schools' document, published July 2022. Please refer to this document for further guidance or clarity on the process.

School staff in all of our schools can confiscate, retain or dispose of a pupil's property as a disciplinary penalty. Staff should consider whether the confiscation is proportionate and consider any special circumstances to the case.

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. This authorisation can be verbal and does not have to be 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 pupil whose bags/possessions are being searched. Staff can refuse to undertake a search.

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 Priory School is not required to have formal written consent from the pupil for this sort of search. Wherever possible, more than one member of staff will be present during a search. If a member of staff suspects a pupil has a banned item in their possession, they can instruct the pupil to empty their pockets or allow staff to check their bag and, if the pupil refuses, the member of staff can apply an appropriate punishment as set out in the behaviour policy. A pupil refusing to co-operate with such a search will be sanctioned for defiance. Searches without consent can only be carried out on the school premises or, if elsewhere where the staff has lawful charge of the pupil, for example of a school trip.

Removal From Classrooms (internal exclusion)

Removal is where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. This should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum, but it should still be meaningful for the pupil. This is not the same as asking a pupil to step outside of the classroom for a few minutes as part of classroom de-escalation strategies.

Removal from a classroom is considered to be a serious sanction and should only be used when other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. The school will endeavour to inform parents/carers on the same day if their child has been removed from the classroom.

All schools in our trust collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. Separately, it is expected that our schools collect data to identify patterns relating to pupils sharing any of the protected characteristics to ensure the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

Pupils 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 pupils.

At The Priory School we have an internal exclusion room which is supervised by trained staff. Work which follows a pupil's normal timetable is collected and pupils are supported in completing it. The room is well resourced to allow pupils of varying ability to access the work set. Time is also spent with key staff working closely with pupils discussing the reasons for their internal exclusion and working on strategies to prevent repeating poor behaviour choices.

The length of time a pupil spends in isolation is agreed by the Senior Leadership Team and appropriate Head of House and will be reflective of the seriousness of the incident. Time in internal exclusion will range from half to full days.

Reintegration to normal timetable will be dependent on the pupil's behaviour in internal exclusion and staff's assessment of the success around restorative conversations.

Behaviour Outside of School Premises

According to '*Behaviour in Schools 2022*', schools have the power to sanction pupil for misbehaviour outside of the school premises to such an extent as is reasonable.

This policy applies to all pupils who remain subject to the school's jurisdiction. The rules within the policy apply when pupils 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 pupils are the responsibility of staff. When pupils 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 pupil 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 pupils or brings the school into disrepute.

Preventing Recurrence of Misbehaviour

All schools in our trust adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. This support may be delivered outside of the classroom, in small groups or in one-to-one activities.

Please see the list of supportive strategies outline in the section above: '**Supporting pupils following a sanction**'.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan and then review the needs of the pupil and the impact of the support being provided. If the pupil has an EHCP, early contact with the Local Authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an Early Help assessment is required.

Anti-Bullying Statement

At the heart of our work on behaviour is a zero-tolerance approach to any form of bullying and we take bullying and harassment seriously. We want everyone in our community to understand the value of good choices. All schools in our Trust believe that everyone has the right to feel welcome, safe and happy and we 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.

It is the responsibility of all members of the school communities to implement the anti-bullying procedures 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. Pupils, 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 such forms of bullying will also be dealt with robustly under each school's anti-bullying procedures.

The Priory School has an anti-bullying strategy which is shared with staff and pupils to help prevent bullying as far as is reasonably practicable. This is visually shared and displayed in all form rooms and around school. The process for reporting and dealing with bullying is explained in House Assemblies and tutor time. The wider issues relating to bullying to ensure a proactive approach are delivered as part of our whole school PSHE 'Life' lessons, across all year groups.

All pupils are encouraged to report any instances of bullying to a trusted member of staff so that the issues can be dealt with. However, if they do not feel confident to do this we have an anonymous 'worry box' located in school which is checked on a daily basis by members of Student Support. This is also rotated around form rooms as part of tutor activities on a half termly basis.

There is an active buddy mentor system where older pupils support those in younger years and act as positive role models encouraging them to report any instances of bullying so they can be dealt with.

The school's core message of being Selfless; the need to be kind, treat everyone equally and support others is promoted in full school, key stage, House and Year group assemblies.

Monitoring and Evaluating School Behaviour

We expect all schools in our trust to monitor and objectively analyse behaviour data at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour using this data to forward plan and further improve behaviour within schools.

Policy Monitoring and Review

Monitoring

The Chief Executive Officer and Deputy Chief Executive Officer will monitor the outcomes and impact of this policy/procedure on an annual basis.

Review

Member of Staff Responsible	Chief Executive Officer/Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Behaviour in schools, September 2022, Education and inspections Act 2006 Education Regulations 2014 Searching, Screening and Confiscation, Advice for schools July 2022.
Policy Approved By	Trust Board
Contextualisation	Local Governing Board
Date of Policy	Summer Term 2023
Review Period	Annually
Date of Next Review	Summer Term 2024