



THE PRIORY
SCHOOL

**WHOLE SCHOOL BEHAVIOUR &
DISCIPLINE POLICY**

CONTENTS

1.	<i>INTRODUCTION</i>	Page 3
	FORWARD	Page 3
	EXPECTATIONS	Page 3
	AROUND THE SCHOOL & IN THE CLASSROOM	Page 3
2.	<i>REWARDS AND PUNISHMENTS</i>	Page 5
	REWARDS	Page 5
	SANCTIONS	Page 5
	A HIERARCHY OF SCHOOL SANCTIONS	Page 5
3.	<i>POLICY INTO PRACTICE</i>	Page 6
4.	BULLYING AND CYBER BULLYING	Page 7
5.	<i>SCHOOL RULES</i>	Page 7
6.	<i>CONCLUSION</i>	Page 8

1 INTRODUCTION

N.B. Throughout this document the term "staff" refers to all those adults working within the school, both teaching and non-teaching.

FORWARD

Good discipline is not solely about punishment, it is about encouraging responsible behaviour in pupils, inside and outside the classroom. Collectively as staff we can provide an atmosphere of mutual trust and respect in which punishment becomes almost unnecessary. High standards of behaviour, work and respect depend on the example of us all; we *all* have a positive contribution to make. We aim to set high standards and apply rules firmly and fairly. Most important of all, we expect to give and receive respect and treat everyone as an individual.

Inevitably, "problems" will arise from time to time since this is normal when pupils are learning and testing the boundaries of acceptable behaviour. Indeed, allowing pupils the freedom to explore these boundaries within an accepting environment is an important part of our role. Our success is measured not by the absence of "problems", nor ignoring them, but by the way in which we deal with them; avoiding over-reaction, addressing problems whilst avoiding confrontation, listening, establishing facts and judging only when certain.

The Ofsted report on The Priory published in the March 2013 graded behaviour as good. It said "Pupils behave well and try hard to do their best. They are polite and help one another."

It is vital that we continue to work together in implementing this policy in order to maintain this high standard.

1. EXPECTATIONS

- Relationships in the schools should be based on mutual respect and positive regard. This includes race, religion, gender, sexuality and special needs. It extends to personal property and the school environment.
- It is important that staff make it clear to students what is expected of them, maintain their own personal and professional standards at all times and apply the behaviour support policy consistently and fairly.

AROUND THE SCHOOL & IN THE CLASSROOM

All informal contact contributes to standards of behaviour and forms part of the important "hidden curriculum" of the school. We seek to influence that behaviour by taking the initiative at every opportunity. Staff should expect to initiate dialogue with pupils where necessary, greet pupils cheerfully and deal with all unacceptable behaviour, for to ignore it is to condone it. *It is important that we set high standards of speech, manners and dress, and above all enjoy relating to all pupils.* This emphasis on the personal and social development of our pupils is a fundamental part of the philosophy of this school.

Adopting a positive and optimistic approach is essential in our work, and never more so when dealing with those pupils who present the most challenging behaviour.

Visitors to The Priory often remark, with some surprise, on the quiet atmosphere within the school and, especially, in the classrooms. Creating and sustaining a structured, supportive and secure environment (in both the physical and emotional sense) is essential for all our pupils.

The Pupils

The pupils within SSSF will be expected to:

- Wear School uniform or smart 'work wear' (16-19) where practically appropriate. Sanctions may be imposed if uniform guidance is not adhered to. The wearing of 'hoodies' is not permitted inside school.
- Only natural hair colours will be accepted in school and hair shaving in full or part (with a pattern) is also not acceptable.
- Move at an appropriate pace around school.
- Attend school regularly and punctually.
- Attend classes punctually and remain in classes.
- Refrain from bullying, intimidation and harassment of other students.
- Refrain from using foul and abusive language, including comments relating to others' race, gender, family backgrounds and personal characteristics
- Talk quietly to staff and other pupils
- Wait their turn to speak
- Be polite
- Be punctual
- Respect other's property Behaviour Policy
- Show consideration for others
- Work hard
- Show respect for the school environment
- Only eat and drink in class during planned activities

N.B. These expectations will be indicated by the class teacher during the first week of each new term and reinforced on a regular basis.

The Staff

The staff at SSSF will take the lead by providing good role models. They will do this by:

- Being punctual to their commitments in the schools.
- Being prepared with lesson plans and resources for each lesson
- Treating pupils with respect, addressing pupils in a polite, calm and respectful manner (i.e. - whenever possible not shouting or raised voice)
- Showing a willingness to listen and understand
- Insisting on high standards of behaviour from pupils
- Taking steps to develop acceptable behaviour
- The toleration of bad language will be gauged dependent on the pupils need
- Following a consistent approach, set out in the behaviour document
- Creating an attractive, well organized and stimulating learning environment

2. REWARDS AND SANCTIONS

REWARDS

As a school we recognise the need to reward the good behaviours, academic and personal success of all our pupils. We do this by:

- ☺ **Verbal Praise**
- ☺ **Using pupils work to demonstrate what good work looks like** (WAGOLL)
- ☺ **Good work** identified in line with the 'Marking & feedback policy'.
- ☺ **Display good work and activities**
- ☺ **Pupils rewards** – stickers etc.
- ☺ **Positive home school contact.**
- ☺ **Well Done points**, can be given by any member of staff for good work and effort or just "Doing the right thing at the right time". A record of the number achieved by each pupil will be noted by class teachers and when a pupil has achieved 20 such slips they will receive a large certificate. When 5 of these have been awarded they will get a £5 voucher or £5 towards their chosen prize.
- ☺ **Achievement certificates**, both school produced and nationally recognised, are awarded for achievement in many different areas such as horse riding, swimming, gymnastics etc.
- ☺ **Reading Certificates** are given to pupils who can demonstrate, through a signed reading diary that they have read to an adult on 10 occasions. If they collect 10 certificates, they are awarded a £5 W.H. Smith voucher or £5 towards their chosen prize.
- ☺ **Class Behaviour Certificates**, if a class receives no notifications for inappropriate behaviour during a week they will receive a class certificate.
- ☺ **Friday Assemblies** celebrate achievement, effort and success. Pupils may have a piece of work shown or demonstrate a model or picture produced. The school may be told of a particularly noteworthy action by a pupil or praised as a whole for a communal success or example of good behaviour.
- ☺ **Individual/group/class rewards** – developed and used as required (SMT)
E.g. Identified group work towards a specific reward.
- ☺ **Effort Certificates** are awarded whenever any member of staff feels that it would be appropriate.
- ☺ **Attendance Awards**
- ☺ **SMT Praise**
- ☺ **Awards Evening** – recognition of achievements during the year.

SANCTIONS

At the Priory School we recognise that the majority of our pupils will behave well without the need for sanctions. However, a measured response involving sanctions for poor behaviour will at times be necessary.

It is always essential to ensure that the pupil understands exactly how their behaviour is unacceptable - we can **NEVER** take this understanding for granted. Discussing the behaviour in this way also allows us to involve the pupil in negotiating an appropriate sanction and re-enforcing the message that it is the behaviour that we are displeased with, not the child.

A HIERARCHY OF SCHOOL SANCTIONS

We are very aware that all of our students have differing needs and thus many need different strategies to help them improve their behaviour effectively. Below are a range of agreed sanctions that could prove useful in a variety of situations.

- 'The look' or quiet comment.
- 1-1 conversation
- Time out
- Behaviour Watch notification – observation
- Change of seating
- Refer to Tutor/SMT
- Behaviour Watch notification - incident
- Break Time Detention

- Lunch time detention
- Parental Carer Contact
- After school detention
- Exclusion from school trips
- Internal Exclusion

A behaviour will become "Notifiable" when a pupil is required to be reprimanded or removed from a classroom or other teaching situation and/or referred to a senior member of staff. All staff writing a notification must do so using the Behaviour Watch System. The Behaviour Watch system is accessed by logging on to <https://eduspot.co.uk/>. When logged in staff need to complete an "Incident Report" indicating the category of behaviour, e.g. refusal to follow instructions, verbal abuse, disruption, property damage, violence, absconding, racism and any other serious incident not listed. Any action taken must also be recorded. The Senior Management Team will support staff if required and monitor all behaviour incidents notified on the system. All notifications will be monitored on a daily basis and pupils will be interviewed as appropriate and parents contacted dependent upon the severity of the incident.

Parents may be invited to school, at any time for a discussion with the Headteacher or, where necessary due to transport difficulties etc, the Head of Site or Assistant Head will visit the parents at home.

In the very rare instance where the above sanctions have been exhausted to no avail, formal fixed term or permanent exclusion from school may be employed. Such a measure is only used as a last resort and in accordance with DfE 2012 and Local Authority regulations. Similarly, fixed term or permanent exclusions may also be employed in response to a serious "one off" incident.

Examples of possible reasons to exclude:

violent or threatening behaviour towards a member of staff or another pupil damage
 threat of damage to school property
 sexual misconduct
 racist behaviour
 bullying
 drug or alcohol related incidents
 carrying an offensive weapon
 theft
 persistent disruptive behaviour

In an emergency where the offence is of a very serious nature, e.g. threatening behaviour likely to lead to an assault, the pupil concerned should be escorted to the Executive Head or, in his absence, the Head of School or Assistant Head. Where the class cannot be left, or the pupil refuses to go, another pupil should be sent with a message to the Head or Head of Site. On no account should a pupil be physically removed except to prevent immediate risk of physical harm, significant damage to property or disruption to planned activities in which case only those methods taught under the Team Teach training given to all staff will be used. **Staff are referred to the school's child protection policy document and the Positive Handling/Team Teach policy and training materials for more specific advice on appropriate action in such extreme circumstances.**

3. POLICY INTO PRACTICE

- Have effective strategies in place to promote and awareness and appreciation of The Priory Principles and explain the necessity for them. Discuss them with the pupils and then make sure they are consistently adhered to and re-enforced on a regular basis. Never come to a hasty judgment about behaviour that is assumed to have taken place so that there may be a discrepancy between what is said and what is actually done. Display The Priory Principles in a prominent place. If a principle is infringed, refer to the agreed rules. The pupil should be aware which principle has been broken. Where appropriate seek an explanation and an assurance that it will not happen again.
- Humour also deflates the build-up of situations. If a teacher can see that the pupil's interest in his task is beginning to flag, the teacher can inject some enthusiasm and interest, which rekindles the pupil's effort and pre- empts the misbehaviour which could have followed.
- Always praise desired behaviour and let the pupil know that you have faith in them and trust them. Sometimes an appeal to a 'difficult' pupil for fair play and consideration for others will curb his/her behaviour.
- Poor behaviour can be reduced if the pupil is placed near a staff member and they can affect or prevent poor behaviour by word, a look or a gesture.

- If behaviour is merely attention seeking it can be ignored, if detailed in the pupil's behaviour plan or the staff member deliberately reinforces by praising good behaviour nearby and giving his/her attention to that.
- Sometimes a pupil misinterprets another's behaviour towards them. Staff need to step in to those situations and clarify the peer's behaviour so that the pupil no longer feels hostile or jealous when there is no need.
- When an activity seems to be building up too much excitement or disruption, change that activity for a quiet one, but try not to make it seem a rejection of that pupil or a reward for disruptive behaviour.
- Try to give a pupil a task within their capability and understanding, and give them time to talk and respond so that the pupil does not misinterpret or misunderstand. If he begins to show frustration with a task step in and help encourage and support.
- Some groups of pupils are more mature or tolerant than others and placing a pupil with challenging behaviour in such a group for an activity can help.
- Where possible our pupils need a structured day so that they know what is expected of them and that makes them more secure.

4. BULLYING and CYBER BULLYING

See Anti Bullying Policy

See Acceptable Use of IT and Internet E-Safety Policy

5. SCHOOL RULES

Within the context of a well formulated and implemented whole school policy a comprehensive list of school rules is unnecessary. The following statement appears in the school brochure:

The Priory School is organised so that pupils are happy, confident and at ease. We encourage everyone to behave fairly and foster good behaviour in a positive way, with a healthy balance between rewards and punishments.

We do not have a long list of school rules but expect all pupils to demonstrate common sense and a respect for others at all times both in and out of school and when using social media.

We expect that all who work in or visit our school will respect our aims by demonstrating the following:

- Respecting the rights and property of others.*
- Acting considerately towards others.*
- Taking personal responsibility for one's actions.*
- Helping those less fortunate and weaker than ourselves.*
- Telling the truth.*
- Keeping promises.*
- Exercising self-discipline.*

Pupils themselves have agreed a set of guidelines for behaviour known as the "Priory Principles". These are prominently displayed in classrooms and discussed at frequent intervals. The Priory Principles are:

1. If you have a problem, ask for help.
2. Be polite, be kind, take turns. Look after our school and everyone in it.
3. Take pride in yourself and your work.
4. Make everyone else's day brighter.
5. Always do your best.
 - REMEMBER – YOU HAVE THE RIGHT TO BE HAPPY AND TO ENJOY YOURSELF AT SCHOOL. SO DOES EVERYONE ELSE.
 - IF WHAT YOU ARE DOING IS HURTING OR UPSETTING SOMEONE ELSE, OR SPOILING SOMETHING FOR THEM, STOP IT!

Issues relating to commonly accepted rules can be highlighted at various times within class discussions, assemblies etc.

6. CONCLUSION

A whole school behaviour policy can only succeed with the enthusiastic involvement of all staff. Our policy is constantly kept under review by the senior team, the Governing Body and discussed with all staff in training sessions. The policies aims and desired practice are communicated to pupils on a daily basis and made available to parents via the website. As such it represents a consensus on the major issues concerned, which will continue to be debated and discussed in the future.

It is essential that this behaviour policy should be actively promoted by all staff as an integral part of the curriculum. It is the cornerstone of the school's ethos and underpins all other school policies.

This policy should be read in conjunction with the following policies:

1. Anti-Bullying Policy
2. Acceptable Use of ICT/Internet and E Safety Policy
3. Drug related Incident Policy
4. Anti-Racist Policy
5. Safeguarding Policy
6. Race, Disability, Gender and Equality Policy
7. Team Teach/Positive Handling Policy
8. Health and Safety Policy

Reviewed: September 2017