



PRIORY SCHOOL
EDGBASTON

**SENIOR SCHOOL
POSITIVE BEHAVIOUR POLICY**

1. The governors and staff of Priory School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.
2. The staff, governors and pupils are committed to the safeguarding and welfare of students and staff.
3. To meet the needs of our school community all our policies, including this one, can be made available in different formats to help meet your needs such as different font sizes or styles, colour or alternative languages.
4. The Governing body understand that it has responsibility for ensuring the effective oversight of this policy and will assess, evaluate and review as necessary.

**SENIOR SCHOOL
Positive Behaviour Policy
(To be read in conjunction with our Internal and External Suspension Policy)**

Mission Statement

Priory School is a thriving, Catholic, Independent school, which welcomes all faiths. In partnership with parents, we provide a caring community with high standards of teaching and learning, enabling all pupils to achieve success.

Response to the Mission Statement

We all want Priory School to be:

- A safe, friendly, secure and inclusive environment
- A school where good behaviour is expected, encouraged and recognised
- A community that fosters mutual respect
- A school in which every child can fulfil his/her potential without fear or hindrance

At Priory School we believe that we are a caring community and that it is fundamentally important that everyone is safe and happy within it. The ethos of the school is central to establishing and maintaining high standards of behaviour.

All members of staff have a duty to be vigilant in and around the School site at all times. This policy reflects and supports the aims and ethos of our school. This policy is designed to help staff, parents and pupils deal with behaviour and discipline matters when they arise. Our Positive Behaviour Policy is informed by:

- Behaviour and discipline in schools Advice for headteachers and school staff (January 2016)
- DfE Behaviour and Discipline in Schools Guidance (2014)
- Preventing and Tackling Bullying (2014)
- The Education and Inspections Act 2016
- Cyberbullying: advice for Headteachers and school staff
- Advice for parents and carers on cyberbullying
- Supporting children and young people who are bullied: advice for schools
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors
- Independent School Standard Regulations 2010
- The Children Act 1989
- The Equality Act 2010

A key part of The Equality Act 2010 is a public sector Equality Duty, which came into force on 5 April 2011. The Duty has 3 aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

(Under the terms of the Act, reasonable adjustments are made when issues relate to pupils with special educational needs/disabilities)

Priory Values

- Our Positive Behaviour Policy is based on the Gospel Values as presented in the Beatitudes.
- We are an inclusive community
- We focus on the positive: it is the role of all staff to promote the best in every pupil
- We believe that all behaviour is learned behaviour and it is the role of our staff to model positive behaviour in order to create mutual respect between staff and pupils
- We believe it is essential to separate episodes of negative behaviour from the individual – every mistake offers pupils the choice to put things right and move forward positively.

Priory Core Strategies

In order to engage pupils in learning, staff will use a range of strategies and have:

- High personal expectations of every student and make these expectations the focus for learning
- Apply rules, routines, sanctions and rewards fairly and consistently
- Fairly deploy a range of verbal and non-verbal techniques and strategies to deal with behaviour
- Use the language of mutual respect
- Avoid over-reaction and confrontation
- Adopt a positive approach to problem solving in the knowledge that group dynamics and individual behaviour can be changed.

Pupil Voice

Priory pupils have told us that they want teachers who are:

- Positive
- Firm but fair
- Consistent
- Caring

Priory School's reward and sanction systems were designed collaboratively with all teachers and pupils in September 2015. It is revised at least annually.

Behaviour

Priory school's Positive Behaviour Policy is based on the principle that all pupils are entitled to an environment that is conducive to their well-being and education and aims to encourage the spiritual and moral development of each child in the context of a Catholic school. It is the responsibility of the whole staff to create and maintain such an environment. This is done by the application of the procedures in place to ensure that all members of our community adhere to the expectations enshrined in the Learning.

Behaviour Expectations

Pupils are encouraged and required to adopt attitudes and behaviours which contribute to the positive ethos of the School in line with their chronological position within it.

When the behaviour of pupils either individually or as part of a group adversely affects the well-being and education of either themselves or others, disciplinary action will be taken in proportion to the offence committed and the number of times previous sanctions have failed to impact on the behaviour concerned.

For infringements of discipline, teachers may give detentions without notice during the school day. The school day is deemed to be from 10 minutes prior to morning registration to 10 minutes after the end of the enrichment programme: this is from 8.45 am to 3.50 pm Monday to Friday. Detentions can be given at break and lunchtime but sufficient time should be given to pupils at these times to go to the toilet and have a snack or lunch as appropriate.

For incidents that are deemed serious, pupils may be detained at the end of the school day for periods of up to 60 minutes providing written notice has been given; this is done via a letter/email which is sent home to parents. In all cases, pupils will receive a log on SIMS. All pupils and parents are expected to support the Schools' 'Positive Behaviour Policy' as outlined in the 'Home/School Partnership Agreement.'

School Rules (Appendix 1)

It is important that pupils should be aware that they are part of a community in the School. That community will do all it can to support pupils, but in return, pupils have to be aware that they, too, have a responsibility for the School and its reputation. Therefore, they need to be conscious that their behaviour has an impact on the impression that the School gives to the outside world.

It is particularly important that pupils should maintain a high standard of behaviour when they are under the School's authority.

A pupil is under the School's authority:

- throughout the school day, whether on or off the premises
- whenever he or she is involved with any activity organised by the School
- whenever he or she is identifiable as a member of the School

As well as the School Rules, other guidance, regulations and codes of behaviour shall be set by the Head:

- for the safety and well-being of everyone
- for the safety and well-being of everyone at the School
- for the reputation of the school community as a whole
- for the protection of school property and the wider environment

The School Rules and the content of this Policy applies to all age groups in the Senior School and at all times when the pupil is:

- at school, representing the School or wearing school uniform
- travelling to and from school

- associated with the School at any time

The Governors and the Head intend that the School Rule and the sanctions provided shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the School, for example during half term and in the holidays.

Pupils and parents are expected to know and understand the School Rules and the contents of this policy. The guidance and codes of behaviour will be amended from time to time and reinforced at assemblies and on other appropriate occasions.

The Behaviour Policy shall set out the principles of the School in relation to:

- general principles
- conduct and self-respect
- respect for others
- respect for property and the environment

Parents and pupils are expected to be familiar with the contents. Its principles will be reinforced at assemblies and at other times.

Positive Behaviour Improvement: The General Principles

The guiding principles at Priory School are those of honesty, fair-mindedness, hard work, enjoyment and treating others with respect and consideration. We also attach great importance to good manners, good discipline, service to others, punctuality and caring for the School and the external environment.

We value both effort and achievement and we encourage every positive contribution that a pupil makes to the life of the School, consistent always with the needs of the school community.

The Principles that make up this School Policy are addressed to each pupil. Some of them necessarily apply also to parents. Compliance with this Policy and each new edition of it is a condition of membership of the School.

Conduct and Self-Respect

Commitment: You represent the School whenever you wear our uniform. We hope you will take a pride in your membership of the School, be our ambassador on all occasions and enjoy your time here. You are expected also to take a pride in your conduct and personal appearance and to show commitment to your academic, sporting and leisure activities and always to do your best.

Appearance and Dress: School uniform must be worn during school hours and for other school activities for year 7-11 pupils and business wear worn by Year 12 and 13 pupils. You must be smartly turned out and in all other respects conform to the School's dress regulations.

Honesty: The School community relies on each pupil being honest and truthful and showing a good example to others. Never cheat, steal or tell lies. It is always better to be upfront and honest first time. If you find, or if in some other way you come into possession of, money or property that does not belong to you, ensure that it is given back or handed to a member of staff as soon as possible.

Behaviour Generally: Your behaviour must be a credit to yourself and to the School, whether at school or in public places such as streets, on public transport or in private coaches and whether in or out of school hours. Always consider the consequences of your words and actions on yourself and on other people. Never do something you feel is wrong.

Respect for Others

Effort and Achievement: At Priory School, we look for fulfilment and enjoyment and we are positive in everything we do. We respect and encourage each other as individuals and as members of teams. We also encourage inquiry, hard work, high standards and competition. We take pleasure in each other's achievements and mocking each other's effort or failure will not be tolerated. Each pupil has the right and the responsibility to contribute to this ethos.

Courtesy and Good Manners: From time to time members of staff, parents, visitors to school premises or other pupils may need assistance. Please be ready always to offer help. It is very important that you should help, even if to do so causes you inconvenience.

In the Classroom: We expect you to make it as easy as possible for everyone to learn and for the teacher to teach. Your books and equipment should be ready for the start of each lesson. Keep the classroom tidy. Above all, be pleasant and helpful at all times.

Sportsmanship: Whether you are competing or spectating at team events or taking part in some other competitive activity, you are expected to behave with good manners and always to set an example that reflects well on the School. Rules should be adhered to and play should be fair. Fixtures and competition should be enjoyed – there is no place for cheating. You should be equally gracious in victory as in defeat.

Bad Language: The use of bad language is unnecessary, insulting to others and damaging to the person who uses it. For these reasons its use is forbidden and liable to be punished.

Bullying and Fighting: Threats, physical attack, name-calling, mocking, harassment, racism, sexism, cyber-bullying and all forms of victimisation are bullying. Bullying has never been tolerated at this school and will not be excused on grounds of it being part of a game. Bullying is a serious matter which may lead to removal or exclusion. You must not bully others and if others bully you, or you see someone else being bullied, you should inform a member of staff immediately or your parents (See Anti-Bullying Policy). Fighting, including play-fighting, is forbidden.

Respect for Property and the Environment

Vandalism, Graffiti and Litter: Vandalism and graffiti-writing on school premises and elsewhere are regarded as serious breaches of school discipline. Please report, in confidence, any incident of willful damage or the deliberate dropping of litter to your Form Tutor. Please take pride in your school environment and help keep it tidy. If you find litter, pick it up and dispose of it securely.

Other People's Property: You must not interfere with other people's property or open lockers which are not your own. You must not borrow someone else's property. You must be strictly honest with regard to money or property that does not belong to you or that you find. If you are in any doubt, ask a member of staff.

Accidental Damage to Property: You must report any damage you cause to property which is not your own. You or your parents may be asked to pay for the damage.

Fair and Consistent Approach to Promoting Positive Behaviour

At Priory School, we apply rules, sanctions and rewards fairly and consistently.

Teachers set routines and procedures each lesson in order to minimise conflict between pupils and teachers. We believe that consistency is vital in order to maximise the emotional well-being of pupils, creating a positive mindset for positive behaviour.

This level of consistency is consolidated by using a clear list of School Rules (Appendix 1).

Priory Rewards Pyramid

Recognising and rewarding pupil achievement is at the heart of our approach to positive behaviour for learning. Our public celebration of positive behaviour enables pupils to see the rewards of positive behaviour and to learn appropriate behaviours of their own. The reward pyramid summarises the different levels of rewards which are available at Priory School.



Aims of the Priory Reward Pyramid

- To create a positive ethos through effective recognition of pupils' achievements. This includes rewarding pupils who demonstrate positive behaviour for learning inside the classroom and those who are excellent members of the school community outside of the classroom.
- To ensure practice is consistent across the school.

Stages of the Priory Reward System

The reward system runs in parallel with the sanction system and is displayed in a pyramid format. The rewards pyramid encourages active and direct involvement of all staff and pupils at Priory School. The system allows for all pupils regardless of ability, gender or age to be given the opportunity to operate within the rewards framework. Central to the rewards philosophy, is the expectation that all teachers will praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key factor in motivating pupils and establishing a positive climate for learning.

Stage 1: Merits

Whilst verbal praise and positive comments in books are central to the rewards system, the first formal stage of the rewards process is the merit reward system. A merit will be issued by a teacher if a pupil has:

- Displayed excellent behaviour that has enabled all students to learn to their full potential.
- Displayed excellent levels of commitment, effort or attainment.

The aim is that merits are awarded to the majority rather than the minority in each lesson (if behaviour reflects this balance).

Merits are also used to reward issues of a pastoral nature, such as volunteering to read in mass, performing a random act of kindness, participating in a sporting event, having consistently outstanding attendance and punctuality.

The accumulation of merits leads to recognition through our system of bronze, silver and gold certificates as well as prizes for top scoring pupils, forms and Houses. Merits are recorded on SIMS.

Form tutors monitor pupils' accumulation of merits and the Assistant Head teacher co-ordinates and prepares the merit awards for the end of term/year assembly.

Stage 2: Positive Contact Home

For consistently excellent behaviour, commended pupils will receive a positive phone call or email home. This will be carried out on an informal basis, where a member of staff identifies consistently excellent levels of commitment, effort or attainment. A departmental/whole school praise email, letter or postcard may also be posted directly to a pupils' home.

Stage 3: Pupil of the Week

Members of staff will identify pupils who have made significant achievements in their department or form each week. A pupils' name, photograph or a sample piece of work will be displayed so that pupils' achievements may be publically celebrated.

Stage 4: Termly Certificates Awarded by the Head

Departments will each nominate pupils to the Deputy Headteacher for outstanding academic achievement, effort and/or progress. Commended pupils will receive prestigious certificates in a whole school assembly, where the Head teacher will congratulate them publically in front of their peers.

Stage 5: Nomination for Application Award at Award's Ceremony

Pupils and their parents are invited to attend the annual Awards Ceremony in the summer term. Pupils who have shown outstanding effort and attainment in a subject area will receive a departmental certificate. The following awards are available for commended pupils:

- Achievement in academic subjects and the Arts
- Subject awards
- Contribution to the life of the school
- Achievements in sport
- Service in the school and the community
- Achievement in the Arts
- Cornella Connelly Award

Form Captain/House Captain/Prefect System

Form captains are nominated by their peers and assist in the day to day running of the form as well as representing their form at Priory School's student council. House Captains motivate their House and collect the House Point totals each half term. Prefects are nominated by teachers in year 11 and pupils are invited to apply for the prestigious role of Deputy Head Boy/Girl in Year 11 and Head Boy/Girl in Year 12/13. Our pupil leadership team support the teaching staff and are positive role models for younger pupils.

A Traffic Light System for Classifying Negative Behaviour

Staff and pupils collaboratively designed a traffic light system in September 2015, in order to classify episodes of negative behaviour. The list is not exhaustive and a best-fit model may be used where a negative behaviour occurs that does not appear in the traffic light grid.

Green Behaviours	Yellow Behaviours	Red Behaviours
Homework missing – no note Disruptive behaviour after warning Silly behaviour Late to lesson (3 mins, no note) Missing equipment Talking despite a verbal warning Inadequate work in lesson Eating/drinking in lesson Incorrect uniform/jewellery etc Rude to/makes fun of another pupil Out of seat without permission Pushes in lunch/break queue In an out-of-bounds area Ignoring instructions	Disruptive behaviour – 2 nd incidence Repeated missing homework Continual talking after 1 st log Spreading hurtful rumours Inappropriate language Late to lesson (more than 3 mins)	Chewing gum Mobile phone out/rings Bullying Fighting Aggressive towards a pupil Aggressive towards staff Behaviour which could cause a danger to self or others Racist comment Racist incident Sexist comment Physical assault Damage – property Missed detention Theft Persistent lateness to school Truancy Smoking

Negative Behaviour Incidents which May Occur in School

Punctuality: Lateness to school

- The register is called at 8.45am
- If a pupil is late to their form room after the register is called they will be coded with an 'L' to show they are late.
- The form tutor will then organise for the pupil to make up the time missed through a detention which will be recorded on SIMS. The detention will generally take place at break time or lunch time.
- If a pupil arrives late to assembly, they will be recorded in the late book. Two lates in one week will result in an after school detention.

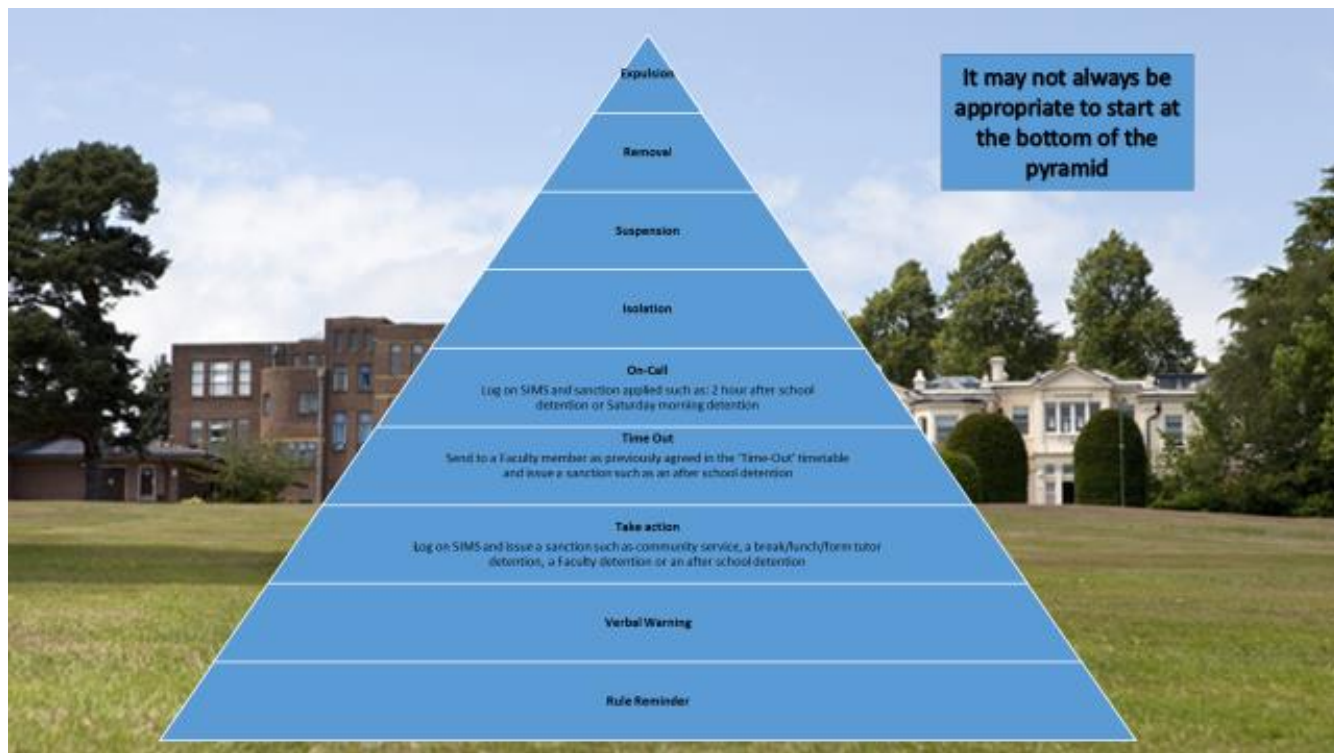
Lateness to lessons

- If a student arrives to class after the register has been called, an L will be entered against their name on the register to indicate their late arrival.
- The classroom teacher will then organise for the pupil to make up the time missed through a detention which will be recorded on SIMS. The detention will generally take place at break time or lunch time.

Uniform expectations

Uniform should be worn according to the code. All pupils found in breach of the rules will have the incident logged on SIMS.

Priory Sanctions Pyramid



Aims of the Sanctions System

- To share and employ effective practices and strategies which promote positive behaviour.
- To ensure rules, routines and sanctions are applied consistently across the school.
- To effectively manage pupils' behaviour that disrupts learning providing a focused learning environment for all.
- To encourage pupils to take responsibility for their behaviour and to learn from their mistakes.

Stages of the Sanctions System

Priory's sanction system runs in parallel with the reward system. The pyramid encourages all staff at Priory School to approach low level disruption in a fair and consistent way. It is understood that the majority of pupils will choose to spend their time operating within the rewards framework. It is also expected that, of the pupils whose behaviour is deemed unsatisfactory, only a small minority will move beyond stage three.

Prior to Stage 1: Deploy a range of techniques and strategies to deal with behaviour

Before referring to stage one on the sanctions pyramid, a teacher will effectively deploy a range of proactive interventions that indicate the need to be focused. For example:

- Finger on lips
- Shaking of head
- Approaching the student and standing next to them
- Patrolling the work area
- Setting time limits
- Balance reminders with praise

Stage 1: Rule reminder

It is anticipated that pupils will require the occasional **rule reminder**. If subtle proactive interventions have not had the desired effect and a pupil continues to disrupt the learning of others in a low level manner, the first of two reminders will be given. The words 'rule reminder' are used. The **rule reminder**, though not recorded, has two clear purposes:

1. To indicate to students that they have done something which is not acceptable.
2. To form a link to the more serious second warning if it is required.

Stage 2: Verbal warning

A pupil who continues to behave unacceptably despite being given a rule reminder will move on to stage two and receive a **verbal warning**. The words '**verbal warning**' are used so that the pupil is clear that their behaviour has escalated. Pupils move into phase two as a result of continuing the behaviour which led to the initial rule reminder.

Stage 3: Use of SIMS to record the event and the action taken

Occasionally, pupils will continue to behave in an unsatisfactory manner despite both the rule reminder and verbal warning being given. Such behaviour will result in the pupil moving into stage 3. It is at the discretion of the teacher if a detention is set (detentions are predominantly used to tackle poor behaviour). It may also be at this stage that a teacher decides to move the student within their own classroom.

The first three stages are very much seen as classroom based strategies

Stage 4: Time Out (Removal from class to another room in the Faculty)

At this point the teacher would come to the decision that a pupil is persisting in disrupting the learning of others in the room. This is in spite of receiving three clear warnings. A pupil who has entered stage 4 is likely to have caused considerable disruption and inconvenience. The referred student will work in silence in an appropriate part of the room. Ideally the pupil will be debriefed immediately after the lesson though if this is not possible the debriefing will take place at the end of the same day so that relationships can be restored before the next lesson.

Any pupil issued with a Time Out sanction will immediately receive a department detention that is recorded on SIMS. If this continues to be a problem and persistent defiance is directed towards a member of staff a meeting will be held with the pupil, their parents, the Head of Department/Faculty and the member of staff involved. A strategy arising from the meeting may be to put the pupil on subject report where targets are set to promote a positive change in the student's behaviour in that lesson.

Stage 5: On Call

On call will be used by teachers in two situations:

- If a pupil on level 4 disrupts the class they have been moved into
- If a pupil commits a **serious** offence that prevents the teaching of others (after all other classroom based strategies have been deployed) or risks the safety of others. The offence may on the whole result in removal from school for a fixed term period. This will be agreed after discussion with the On-Call supervisor and the AHT after the incident has been investigated and statements taken.

Stage 6: Isolation

Pupils who are persistently disrupting the learning of others will be identified by analysis of behaviour logs on SIMS. These are analysed weekly by Form Tutors and the Assistant Head Teacher. Form tutors will speak to students where there are patterns across a number of subject areas and pupils have received 3+ SIMS logs in any one week. Heads of Department will see students where there are repeated incidents of poor behaviour in their subject area. 5+ SIMS logs in any one week will result in an AHT detention after school.

Isolation is a serious sanction. Pupils are placed in isolated for two reasons:

- Committing a serious offence which is considered sufficiently serious to warrant more than a detention but less than removal.
- Failure to improve after other interventions have been put in place

A decision to put a student in isolation will be reached by the Senior Leadership Team. The AHT will notify parents in writing them on the day of the event. The pupil will usually be booked in to serve the isolation at least one school day from the date of the incident. This allows for the time to confirm the details, date and expectations to parents in writing and for the AHT to gather work from subject staff. However, where appropriate, an isolation may be held immediately following an incident depending on nature and seriousness.

Pupils will be expected to work in silence and will be isolated from the school community taking separate breaks from the rest of the school. A pupil who works satisfactorily will re-join the class the following day.

Stage 7: Suspension

For very serious offences, a pupil may be suspended from the School for a period of time, or permanently. Please refer to the Removal and Expulsion Policy.

Other Sanctions

The Headmaster may prescribe and authorise the use of such other sanctions as comply with good educational practice and tend to promote observance of the School Policies and compliance with the School Rules.

No forms of physical punishment are used. In compliance with the Law, this School does not use corporal punishment.

Very rarely it may be necessary for a member of staff to physically restrain a pupil. Guidance about physical restraint is given to all staff (refer to the Safeguarding Policy).

Searching and Screening Pupils

Schools in England have powers to search and screen pupils and confiscate prohibited items. The Department for Education released Departmental Advice entitled **Searching, screening and confiscation in February 2014**. This advice applies to all schools in England.

Prohibited items include:

- knives or weapons;

- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and
- any item which a school policy specifies as banned and able to be searched for.

Screening pupils at school

Schools can force pupils to be screened by a walk through or hand-held metal detector whether or not they suspect the pupil of having a weapon and without that pupil's consent. Any member of staff can screen pupils. This type of screening without physical contact differs from the power to search pupils, as explained below.

If a pupil refuses to be screened, the school may refuse to allow the pupil on to the premises. This will be treated as an unauthorised absence and not an exclusion.

Searching pupils without consent

A headteacher or a member of staff authorised by the headteacher can carry out the search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

The member of staff must be the same sex as the pupil and another member of staff should act as a witness. However, a search can be carried out by a member of staff who is of the opposite sex to the pupil and without a witness where the staff member reasonably believes that there is a risk of serious harm to a person if such a search is not carried out immediately and it is not reasonably practicable to call another member of staff. In such cases, staff should take into account the increased expectation of privacy for older pupils.

Examining Electronic Devices

If an electronic device is found, the member of staff may examine any data or files on the device if they think there is good reason to do so.

Following an examination, if staff have decided to return, keep or dispose of the device, they may erase any data or files if they consider there is a good reason to do so. When determining a 'good reason' to examine or erase the data or files, staff must reasonably suspect that the data or file has been, or could be, used to cause harm, to disrupt teaching or break school rules.

Whenever inappropriate material is found it is for the member of staff to decide if the material should be deleted, kept as evidence of an offence/ breach of school rules or passed to the police. Staff should take into account any guidance provided by the school policies.

Further information can be found online: http://childlawadvice.org.uk/information-pages/school-powers-to-search-and-screen-pupils/?dm_i=JAQ,5709E,2QS193,K3E00,1

Records

A record of the sanctions imposed on pupils for serious disciplinary offences is maintained by the Assistant Headteacher. A Suspension Log is kept by the Head and shared with the Governing Council at each Board Meeting.

Physical Restraint

Physical intervention will only ever be used if it prevents personal injury to a child, another child or an adult, or to prevent serious damage to property or what would reasonably be regarded as exceptional circumstances. Further details are cited within our Safeguarding Policy.

On any occasion where physical intervention is used to manage a child's behaviour, a written record will be kept and the parents will be informed on the same day.

Any written records will be filed confidentially into a folder labelled 'physical intervention'.

Children must always be treated with the upmost respect in every way, for example:

- Holding their hand, not their arm or wrist.
- Picking them up from the front rather than the back so they can see who is carrying them.
- Carrying children calmly and safely.

Monitoring and Review

This policy is constantly being reviewed to take account of educational initiatives and respond to the future priorities of the school.

This policy will be monitored by the Assistant Head, who will report to the Head on its implementation on a regular basis.

Reviewed and Revised by SM/JC January 2016

Checked by the Chair of the Risk and Compliance Committee:

Appendix 1: Senior School Rules

1. Priory School is a caring community based on mutual respect. Pupils are expected to show respect for the authority of all Staff members as well as respect for each other.
2. ABSENCE – Parents / Guardians should notify the School by 9.30am. If no notification is received, parents may be telephoned to confirm their awareness of the absence. Pupils returning after being absent are required to produce a note from their parents explaining the reasons. Where absence is foreseen, permission should be sought in writing in advance. Permission is given only for serious reasons. Parents are formally requested not to plan holidays in term time.
3. LEAVING THE SCHOOL PREMISES (Yrs 7-11) – Notes are required to leave early, stating the reason. Parents are requested to as far as possible arrange appointments during school holidays. These are retained by the Assistant Head and a permission slip is given to the child. Permission is refused unless a note from parents is produced.
4. TUITION HOURS – Senior School 8.45am – 3.50pm. Pupils are expected to be on the premises during these times. Pupils must be punctual at all times.

5. UNIFORM – Year7 – Year 11 wear full School Uniform – see current uniform lists. IT IS THE RESPONSIBILITY OF PARENTS TO ENSURE THAT CORRECT UNIFORM IS WORN. ALL ARTICLES MUST BE CLEARLY MARKED WITH OWNER'S NAME. Parents are asked to exercise discretion over shoe styles. In the interests of health and safety, flat black shoes are preferred and boots are not allowed. The School reserves the right to ask pupils to modify any uniform item or shoe style, which is considered to be inappropriate.
6. PE KIT – Please refer to PE uniform regulations.
7. JEWELLERY AND MAKE-UP – a cross or religious emblem and chain, and one pair of stud earrings in the lower lobe only is permitted. No body piercing or tattoos are allowed. Both boys and girls can wear watches. Coloured nail varnish and make-up are forbidden.
8. HAIR – Hair should be worn short or tied back with a burgundy black or blue band – white allowed in summer. Parents are asked to ensure that pupils avoid extremes of fashion in style or colour. Strong colour rinses and ultra-fashionable styles are inappropriate with School Uniform and the School reserves the right to ask pupils to modify any style, which it considers too extreme.

PUPILS SHOULD REMEMBER THAT, WHEN IN SCHOOL UNIFORM, THEIR BEHAVIOUR

REFLECTS ON THE SCHOOL AND LOYALTY DEMANDS THAT THEIR ACTIONS SHOULD NOT BRING DISCREDIT ON THE SCHOOL. WE RELY ON PARENTS TO SUPPORT US IN THIS RESPECT.

9. VALUABLES – mobile phones and music devices are not allowed in the School unless sanctioned on special days. Some parents may feel that it is necessary for their children to carry a mobile phone to and from School for reasons of personal safety. If this is the case, the phone must be kept in the pupil's locker, which should have a padlock. However, the phone must be turned off between 8.30am and 3.50pm. Failure to do so will result in confiscation for the remainder of the day. Repeated offences will result in detention. Pupils must take personal responsibility for their mobile phone. Musical Instruments are the responsibility of their owners but may be left in the Music Dept if they are too large to fit in lockers in the Senior School.

Money – large sums of money should not be brought into School. All other money MUST be kept on the person and not left in the cloakrooms. THE SCHOOL ACCEPTS NO RESPONSIBILITY FOR LOSS OR DAMAGE.

10. CHEWING GUM IS BANNED – in all year groups during School hours and at all other School functions.
11. Tippex, ink eradicators or aerosol sprays should not be brought to School.
12. Bags, books, PE kit etc. must be left in lockers. Pupils should only carry what is required for the next two lessons. They MUST NOT carry BAGS around the building at any time. A READING BOOK MUST ALSO BE CARRIED AT ALL TIMES.
13. No pupil may enter the Science Labs, or other practical subject areas, unless a teacher is present.
14. Possession or use of alcohol or smoking materials of all kinds, whether tobacco or not, by students is forbidden on the School premises at any time and in School Uniform anywhere. The School reserves the right to suspend / expel any student involved in any incident concerning smoking materials or alcohol.
15. BAD LANGUAGE AND SPITTING – These are totally unacceptable. Pupils who indulge in either practice will be punished.

16. DRUGS – Students involved in any incident involving illegal drugs will be suspended immediately and an investigation will begin. The School reserves the right to suspend / expel any student involved in any incident concerning illegal drugs.
17. CRIMINAL OFFENCES – The School reserves the right to expel a pupil who is convicted of a criminal offence.
18. DETENTION – Any member of staff can issue a break, lunch or after school detention if they feel the behaviour of the pupil is unacceptable. After school detentions on Monday are issued as a result of serious incidents or persistent unacceptable behaviours. Two hour detentions and Saturday morning detentions are issued for more serious misdemeanours. 24 hour notice is given to parents to make alternative arrangements if required.
19. DISCIPLINE – Learning is IMPOSSIBLE IN AN ENVIRONMENT LACKING IN STRUCTURED DISCIPLINE. Pupils, who cannot accept that our Rules are for the good of all, will be advised to find another school.

Appendix 2: Confiscation Policy

In order to maintain an atmosphere conducive to learning and protect the health, safety and well-being of pupils and staff, the school asserts the right to remove items from pupils that may impinge on these principles.

In most cases items which do not present a physical danger are returned at the end of the school day and pupils are warned not to bring the item into school again. In the case of pupils who repeatedly have the same item(s) confiscated, or who bring a banned item into school, parents will be asked to collect the item and ensure their child no longer brings it (them) into school. Confiscation of banned items is classed as a red behaviour and warrants an automatic after school detention.

Banned Items which are deemed to be disruptive to the learning atmosphere of the school which will be confiscated include:

- Mobile phones
- Ipods/Ipads/MP3 players (or similar)
- Jewellery: bracelets, rings (or similar)
- Nose studs
- Lighters
- Earrings

Items which 'threaten' the health, safety and well-being of pupils and staff will not be returned to either pupils or parents but forwarded to the Police for further action. It should be noted that the item(s) in question need only to be present for action to be taken. Items which are deemed to be a threat to the health and safety of pupils and staff which will be confiscated and passed to the Police:

- Chains
- Knives
- Guns
- Tools e.g. Spanners, Screwdrivers, Stanley/craft knives.
- Any item for which there is no legitimate use if school which may be used as a weapon.
- Alcohol

- Drugs (All prescription drugs should be housed in the First Aid Room and dispensed by a First Aider).
- Pepper sprays or similar
- Flammable liquids

Appendix 3: The use of force to control or restrain pupils (Appendix 4 of Safeguarding Policy)

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550A of the 1996 Act on which these notes are based. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, music lessons, or CDT or if a member of staff has to give first aid. Young children and those with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence and staff should bear in mind that even innocent and well intentioned physical contact can sometimes be misconstrued.

Legal Implications

Teachers faced with a situation where a pupil needs to be restrained or where force is necessary are particularly vulnerable to accusations by pupils or parents of assault.

Allegations may be made in the heat of the moment; as a result of misrepresentations and misunderstandings - or they may be false, malicious or misplaced.

School staff must bear in mind that it is a criminal offence to use or threaten physical force (for example by raising a fist or making a verbal threat) - unless there is lawful excuse, or justification, for the use of force. A court that sees staff have acted within the guidelines on using force is likely to conclude that there was lawful excuse for that force to have been used.

Similarly, it is an offence to lock an adult or child in a room without a court order (even if they are not aware that they are locked in) except in an emergency when, for example, locking someone in while seeking help would be justified.

Physical intervention may also lead to a civil negligence action if it results in injury, including psychological trauma, to the person concerned.

When School staff are the victims

No matter how good staff are at diffusing situations, they will not always be successful. Occasionally a pupil will vent his or her anger on a teacher. This is a traumatic experience, and staff may suffer serious injury, requiring time off work. In a small number of cases, incidents lead to long-term ill-health; and occasionally a teacher cannot, or does not wish to, return to work at all

What can we do if a pupil assaults a teacher?

Exclusion

Permanent exclusion is a serious step and will usually be the final stage in the disciplinary process after other strategies have been tried without success. DFE guidance does, however, state that:

...there will be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- serious actual or threatened violence against another pupil or member of staff;

- serious abuse or assault
- supplying an illegal drug; or
- carrying an offensive weapon...

Before excluding, the head must

- ensure an appropriate investigation has been carried out
- consider all the evidence available to support the allegations, taking the School's behaviour policy into account

Appendix 4: Support from External Agencies

In addition to internal support structures the school may access a range of support from external agencies. Some of the main sources of support available are outlined here:

Request for Help Form

- The REQUEST FOR HELP is a common assessment process, which includes the completion of a simple to use standard form, for carrying out an assessment of a child with additional needs. It is designed to be used across the childcare workforce throughout England.
- The REQUEST FOR HELP helps practitioners to gather and understand information about the needs and strengths of a child, based on discussions with the child, their family and other practitioners involved. The REQUEST FOR HELP form will also help practitioners, to share with others the findings of their assessment. This will then help everyone to plan together what support is required, so that the student's needs can be quickly and effectively met. The REQUEST FOR HELP is completely voluntary, so the student and parent must agree for a REQUEST FOR HELP to take place. The student and parent also must agree who else they wish the assessment to be shared with.
- The REQUEST FOR HELP is used to support the student, parents and family, as a whole, who have additional needs and where more than one service is likely to be involved. The aim is to identify the support needed to help them to achieve positive outcomes. The REQUEST FOR HELP is not intended to replace or delay specialist social work assessments or delay any concerns regarding students who may be at risk of abuse or neglect. Normal Child Protection procedure should be followed if you believe a student to be at risk.

MASH - Multi Agency Safeguarding Hub

- CASS in Birmingham is the single point of entry for all referrals regarding concerns for a child or young person (unborn-18 years) or where it is felt they would benefit from additional support. Referrals will cover all thresholds of need from child protection to early help. Core agencies include the police public protection desk, children's social care, health and education, with representatives attending from CAHMS, adult services, substance misuse, the early intervention services, probation, housing and others. CASS is a screening, information and co-ordinating process only. It is not a case holding team. Before referring to the CASS, the school will consider if the child or young person's needs can be met by services from within

our own agency, or by other professionals already involved with the family. All contacts/referrals will then be screened; this will include checking to see if the child already has a social worker or a lead professional as a result of a REQUEST FOR HELP.

CAMHS - Child and Adolescent Mental Health Service

- Pupils may be referred to this service either by the school or through the family accessing support through the GP.

Monitoring and Review

This policy is constantly being reviewed to take account of educational initiatives and respond to the future priorities of the school.

This policy will be monitored by the Assistant Heads of Prep and Senior Schools, who will report to the Head on its implementation on a regular basis. It will be reviewed by the designated member of the Governing Council.

Reviewed and Revised by SM/JC June 2017

Checked by the Chair of the Risk and Compliance Committee – March 2017