



**PRIORY SCHOOL**  
EDGBASTON

## **PREPARATORY BEHAVIOUR POLICY** **(STATUTORY)**

<b>Trustee Committee:</b>	Education	
<b>Date Approved:</b>	September 2025	
<b>Next of Review:</b>	July 2028	
<b>Member of Staff Responsible:</b>	Declan Griffin – Deputy Head	
<b>Trustee Overseer:</b>	AC – Mrs Cleary	
<b>Intended Audience:</b>	Employees, Volunteers, Parents, Pupils and Visitors	
<b>Relevance:</b>	Whole School	No
	Early Years	No
	Preparatory	<b>Yes</b>
	Seniors	Yes
<b>Access:</b>	Website	<b>Yes</b>
	Internal	No
	Restricted	No

## Our Mission Statement

**Priory School is a thriving, co-educational independent school founded upon a rich Catholic heritage which welcomes those from all faiths and none.**

**In partnership with parents and guardians we provide a nurturing, family-based ethos, alongside high-standards of teaching and learning, enabling all pupils to achieve their potential.**

**We embrace diversity and interfaith understanding alongside awareness of environmental and global issues, in response to the needs of our time.**

The Governors and staff at 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.

The Governors, staff and pupils are committed to the safeguarding and welfare of pupils and staff.

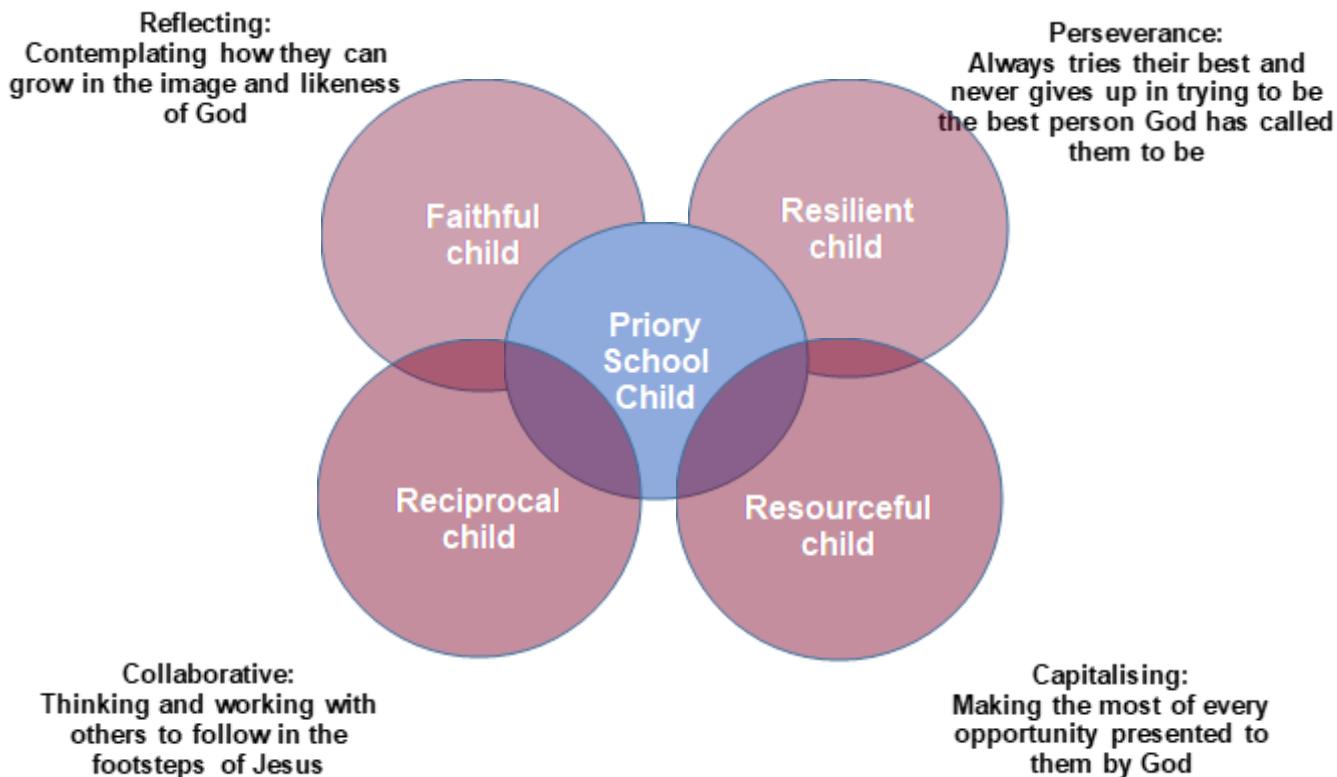
To meet the needs of our school community, all our policies, including this policy, can be made available on different formats such as different font sizes or styles, colour, or alternate languages.

The Governing Council understands it has responsibility for ensuring the effective oversight of this policy and will assess, evaluate and review as necessary.

### Rationale

This Policy is the statement of principles, aims and strategies for the positive management of behaviour at Priory School. It sets out the school's position with regard to the use of behaviour and sanctions. The rewards system in the school should reflect the aims, together with positive responses to the work and behaviour of the children. Sanctions should not be considered in isolation when dealing with discipline problems but as part of a combined approach to encouraging positive behaviour. All staff should encourage good behaviour and respect for others, and in particular prevent all forms of bullying among pupils. This Policy includes the Early Years Foundation Stage.

### Priory school's vision



### Desired outcomes

#### Principles of Good Behaviour

Good behaviour is an essential condition for effective teaching and learning to take place. At Priory School, we believe that all pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair.

Good manners, courtesy and respect for others are expected of pupils at all times, and staff should ensure that they set a good example by their own demeanour.

The emphasis in our Positive Behaviour Policy is very much on reward and praise rather than on sanction. Our children are lively, enthusiastic and caring, and they contribute an enormous amount to our school. We aim to applaud and recognise their contributions. Effective discipline comes from settled, happy and fulfilled children operating within a well-managed and orderly environment.

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To this end it is important that staff set a good example in all that they do and apply/enforce the school rules in a consistent manner and without compromising our standards. However, we must remain flexible and remember that what works well for one child may not for another. Above all we must be fair and remember the age of the children with whom we are dealing.

We believe that good behaviour means that **everyone** in school is:

- Careful and kind
- Polite and friendly
- Helpful and considerate to each other
- Focused and hardworking
- Respectful and tolerant

We recognise that children's behaviour is central to the learning process and a structured behaviour policy provides children with a clear definition of the boundaries in place, which will help enable them to reach their true potential in a happy and safe environment.

The success of behaviour management strategies relies heavily on routine and consistency. In order for our behaviour strategies to be successful we need to ensure that all staff are working to the same guidelines.

### **Aims of the policy**

As teachers, we understand the need to give children clear guidelines as to the behaviour we expect of them, and to illustrate this by our own attitude and example. It is vital that we recognise and reward good behaviour and thoughtfulness towards others. To further this positive experience, we believe that it is very important to work in close partnership with parents.

**In order to achieve these aims, pupils, parents, teachers and support staff will take collective responsibility for the promotion of positive behaviour in Priory School.**

All staff should:

- Identify strongly with the school's Catholic ethos and be proud to be associated with it
- Make children aware of appropriate behaviour in all situations
- Show respect for every child as an individual
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues
- Work in partnership with parents in dealing with any behavioural issue
- Inform parents of the victim and perpetrator as soon as possible after an incident has occurred and that it has been dealt with (refer to the Anti-Bullying Policy)
- Act as a role model for desired behaviour, treating all adults and children with respect and demonstrating good manners
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements
- Create a calm working atmosphere in the class room, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities, etc
- Be as consistent and as fair as possible in the use of rules, rewards and sanctions, taking into account each individual child's needs

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- Work closely with senior managers and, in some cases, outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties
- Remind children that they are representatives of the school when they are on their way to and from school and on school trips
- Ensure they make every child feel valued because we are all created in the image and likeness of God. (Genesis 1:27)

If a child misbehaves repeatedly, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the KS1/KS2 Coordinator or a senior manager.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

### Pupils

As part of the Priory community, all pupils should:

- Be faithful, resourceful, resilient and reciprocal
- Identify strongly with the school's Catholic ethos and be proud to be associated with it
- Be polite, well behaved and courteous at all times
- Follow the Golden Rules and take part in making decisions based on these rules
- Cooperate readily with each other and all school staff, and have high expectations of themselves and others (refer to the PSHEE Policy)

### Parents

All parents should:

- Identify strongly with the school's Catholic ethos and be proud to be associated with it
- Support and participate in the life of the school and be active partners in their children's learning through homework, classroom activities, out-of-school activities and other extra-curricular activities.
- Readily engage with the school concerning its work and be willing to take part in effective two-way communication
- Support the school's hierarchy of rewards and sanctions
- Help the children understand the rules and the need for them in an ordered and democratic society
- Work in partnership with the school to promote high standards of behaviour at all times
- Ensure that their child attends school regularly and punctually, notifying the school promptly of reasons for their absence

### Differentiation

A variety of differing approaches and strategies are used and applied every day by all staff to match the circumstances and to suit the needs of the individual. The SEN department also supports and advises teachers on this area.

### Communication

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All staff receive a copy of this Policy. A copy is also published on the school's website and a hard copy is available in school for parents. 'Good to be Green' charts are put up in all of the classrooms and explained and shared with the children at the beginning of the school year and referred to when required throughout the year.

### **Physical Intervention**

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

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.

### **Concerns and Complaints**

Parents who have concerns about any aspect of behaviour should discuss these in the first instance with the pupil's class teacher; if the matter cannot be resolved immediately, the class teacher will direct the query to the KS2 Coordinator or Assistant Head Teacher who will have direct contact with the parents when dealing with the concern.

If the issue is not resolved, parents should make an official complaint in writing to the Headmaster.

This policy is intended to be used in conjunction with the school's policies on:

PSHEE

Anti-Bullying

Child Protection

Its intention is to promote a positive environment for teaching and learning, and to establish a safe and welcoming environment for all. This is very much in line with the spirit of our Mission Statement:

### **Monitoring and Review**

The curriculum 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 Teacher (Prep), who will report to the Headteacher on its implementation on a regular basis.

It will be reviewed by the relevant Governor.

# APPENDIX 1

## ***Rewards and Sanctions***

We have an extensive rewards system at Priory School in line with our desire to positively reward good behaviour and good work.

Priory 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 Child Protection (Safeguarding) Policy).

## ***Rewards and Sanctions in Reception, Year 1 and Year 2***

**Positive Praise** and encouragement at every opportunity.

**Star Chart** – Each child is allocated a star chart, which is placed on display in a prominent area of the classroom. Children can be awarded a star for a variety of reasons, including good and/or improved work, manners and attitude.

**Behaviour Board** – A series of 5 coloured A4 cards placed on the whiteboard in Year One and Year Two. The colour of the cards should be gold, green, yellow, red and grey. At the start of each day, each child's name is placed on the yellow card (this is to emphasise that each day is a new beginning and a clean start to achieve success). Moving up the board may reward instances of good behaviour, which include special stickers. When a child moves on to gold they automatically receive stars for their star chart.

Alternatively, poor behaviour can be disciplined by moving the child's name down the board. If a child is on the red they lose some of their playtime; if they are on the grey they miss all of their collaborative playtime. If, during the day a child on the grey needs further sanctions, time can then be taken off their playtime. However, if a child improves their behaviour throughout the day and moves to the gold, they will be rewarded with their collaborative play being reinstated.

We promote good behaviour in all children and allow ample opportunities for them to correct their behaviour and to go back up the behaviour board when they demonstrate that they have amended their actions. This encourages children to think about their actions and promotes self-reflection, leading to improved behaviour.

## ***Rewards and Sanctions in Years 3 to 6***

### **The House Points System**

House points/tokens to be given out to children by teachers, collected at the end of the lesson and placed in the classroom pot. These can then be recorded in the House Points Chart to be kept at the back of their Reading Record. Teachers to collect children's House Points on Thursday afternoon in Form Time and to record the results on the Class House Chart. The Year 6 House Captains and Vice House Captains will take it in turns to collect all the House Tokens for each class, ready for the results to be announced in Friday's celebration Assembly. The tokens earned by all children in that week are displayed in tubes in the Prep Reception area.

A record of the issue of these certificates to individual children is retained in the classroom by the class teacher and in the back of each child's Reading Record.

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The House that achieves the most House Tokens at the end of the first and second term will receive a treat. The House to achieve the most House Tokens overall in the year will have a special Forest School session/bouncy castle in the last week of term.

Various House Competitions will be held during the year, including poetry recital, spelling, handwriting, mental maths and music, allowing children to gain House Tokens for their House and work as a team.

All awards received by children are to be taken home and shared with parents.

**Head Teacher's Awards** (Stickers for Key Stage One and Achievement Badges for Key Stage Two children) are given to those pupils nominated by staff for effort, achievement and/or personal reasons.

**Stickers and House Points** are regularly used in children's work to reward effort, content and presentation and to help raise pupil self-esteem.

### Roles of Responsibility

In every year group, children are selected by the class teacher to carry out various class duties, such as books and drinks monitors; these monitors are usually changed every half term to enable every child to have the opportunity to experience a role of responsibility. In Year 6, there are additional responsibilities in the form of Year 6 Prefects, House Captains, Librarians and, ultimately a Head Boy and Head Girl. These children wear badges as a form of identification; they are to be worn with pride.

### Sanctions

If children have difficulty in following the Golden Rules, then staff will use the following procedures at their discretion:

The range of sanctions include:

- planned ignoring/non-verbal signals
- verbal warning as stated above
- private discussion, reminding the child of the rules and stating consequences of further poor behaviour
- change of position within the learning environment
- separating the child from a group or class
- loss of a privilege
- receiving an informal detention
- time out procedures
- contacting parents to discuss ways of helping the child to improve his/her behaviour
- referring the child to the Deputy or Assistant Head Teacher
- referring the child the Head Teacher for serious misbehaviour
- formal School Detention on a Friday break time

### Sub standard effort

If a pupil produces a piece of incomplete or sub-standard work then, in the first instance the teacher should demand that it is redone; a note should be written in the exercise book.

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If the work still fails to meet the required standard then the teacher should designate a specific time and place when the work should be redone; the teacher should supervise this himself or herself. A note to parents is written in the Homework Diary.

If the work is still not satisfactory then a note should be given to the class Teacher who will usually place the child on an informal Subject Detention, which will take place at either a break or lunch time, and speak to the parents/inform the Assistant Head.

### Serious Misbehaviour

Extreme cases of poor behaviour will automatically bypass the sanctions ladder and will immediately be passed on to the Assistant Head/Deputy Head. These include:

- bullying (refer to the Anti-Bullying Policy)
- fighting
- biting or spitting
- stealing
- swearing
- kicking or any other form of physical aggression
- repeated name calling

These cases will result in parents being contacted and, if necessary, the child will be carefully monitored by being placed on a Behaviour Daily Report Card for an agreed period of time. It may also be deemed necessary to place a child on an Academic Daily Report Card or a Homework Report Card if there are persistent concerns in these aspects of school life.

Any incidents of misbehaviour that are a cause for concern linked to Child Protection must be immediately referred to the Designated Safeguarding Lead (refer to the Child Protection Policy).

### Formal exclusions

In exceptional circumstances a pupil may be excluded from the school either on a temporary or permanent basis. These circumstances could include:

- consistently unacceptable behaviour
- an unlawful action
- bringing the school into disrepute
- actions that are dangerous to others or diminish the quality of education or wellbeing of others

The ultimate sanction for extreme or persistent poor behaviour is a formal exclusion (refer to Exclusion Policy). This is where a parent is asked to remove their child from school. An agreement is drawn up on the child's return, which both the parent and child sign agreeing to the terms for re-admission. This is, of course, an extreme measure and is very rarely used at Priory School. Our Positive Behaviour and Anti-Bullying Policies provide most of our children with a structure, which promotes good behaviour within the school.

## APPENDIX 2

### Priory school's Golden Rules

#### Code of Conduct for Pupils

1. **Show Passion** – Bring energy and excitement to everything you do.
2. **Show Respect** – Be kind, listen carefully, and value everyone's differences.
3. **Have Self-Belief** – Believe in yourself and what you can achieve.
4. **Use Teamwork** – Work together, support each other, and share success.
5. **Keep Going with Determination** – Try your best, even when it gets tough.
6. **Act with Honesty** – Tell the truth and do the right thing, even when no one is watching.

Further detail . As a Priory pupil, I will:

- always do my best in all things, ensuring my actions are both active and curious
- show good manners, respect and courtesy towards others at all times
- show respect when communicating with others online
- show love and compassion to others
- respect the work and effort of others
- care for and respect my own and others' property
- challenge myself to maximise my potential without disturbing others
- manage distractions that will stop me achieving my best
- bring all necessary equipment to lessons
- complete homework and hand it in on time
- take pride in my appearance and the way I live my life
- listen to others, show empathy and have respect for others even if I do not agree with their opinion
- pay heed to my own safety and the safety of others
- walk in an orderly way around the school
- act on instructions positively
- be grateful and generous, appreciating the good things I have and never forgetting those less fortunate than myself
- capitalise on all of the opportunities presented to me by God

## APPENDIX 3

### Parental rules

1. Priory School is a caring community based on mutual respect. All children are expected to maintain the good name of the school by their behaviour at all times, and this includes trips away from the school e.g. away matches and visits to theatres etc. Pupils should always be polite and respectful to each other, visitors and all staff.
2. Absence - Parents/Guardians should notify the School by 9.00am. Parents are required to either telephone or send a note stating the reason for their child's absence. 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  
Telephone calls or notes/emails are required for a child to leave school early, giving the reason.
4. Tuition hours  

Reception	8.30am – 3.30pm
Years 1 and 2	8.30am – 3.30pm
Year 3	8.30am – 3.30pm
Years 4, 5 and 6	8.30am – 3.40pm

  
Registration begins at 8:30am  
Lessons begin at 8:45am  
Pupils are expected to be on the premises during these times. Pupils must be punctual at all times.  
Late arrival will result in a Late Mark in the Register.
5. Uniform - Pupils in Reception to Year 6 inclusive 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 the child's name, including their pe kit. 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 indoors. The School reserves the right to ask pupils to modify any uniform item or shoe style which is considered to be inappropriate.
6. 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.
7. Jewellery and make-up - Girls are permitted one pair of stud earrings in the lower lobe only. Coloured nail varnish is forbidden.
8. Hair - Hair should be worn short or tied back, if shoulder length or longer, with a burgundy, black or blue band – white allowed in summer. Parents are asked to ensure that students avoid extremes of fashion in style or colour. Ultra fashionable styles are inappropriate with School Uniform and the School reserves the right to ask students to modify any style, which it considers too extreme.
9. Valuables:
  - Some parents may feel that it is necessary for their child to carry a mobile phone to and from School for reasons of personal safety. If this is the case, at the start of the day, Prep pupils must

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hand their mobile phone (switched off) to their class Teacher for safekeeping until the end of the day. Failure to do this will result in confiscation for the remainder of the day with a telephone call home.

- Smart watches/Fitness watches – Used as a step counter and time device only, calls/messages being sent during the school day or games being played are forbidden. Failure to do this will result in confiscation for the remainder of the day with a telephone call home.
- Musical instruments are the responsibility of their owners but may be left outside the Music Practice Room if they are too large to fit into their classroom.
- Money – generally, money should not be brought into School unless requested, eg charity events, Book/Christmas fairs, when parents will be informed beforehand.

The school accepts no responsibility for loss or damage of valuables.

10. Chewing gum is banned in all year groups during School hours and at all other School functions, including discos.
11. Property - Bags, Books, PE Kits, etc may not be left in corridors or on staircases or landings. This is an official safety regulation. Pupils must care for and respect their own and other's property, including the school environment.
11. No pupil may enter the Science Labs, or other practical subject areas, unless a teacher is present.
12. Bad language and spitting are totally unacceptable. Children who indulge in either practice will have serious consequences.
13. Criminal offences – the School reserves the right to exclude a student who is convicted of a criminal offence.
14. Detention – detentions in Prep School are given following repeated misdemeanours or serious offences. Subject Detentions will take place at break or lunchtimes and will be supervised by the subject Coordinator or subject teacher. Formal School Detentions are held on Friday breaktimes and are supervised by the Assistant Head. Any pupil who has been given a formal School or Subject Detention will be issued with a relevant detention slip, giving reasons for and date of the detention. Parents are required to sign the Detention slip to confirm they have read it and have discussed the reason for this consequence with their child.
15. Discipline – Good behaviour is an essential condition for effective teaching and learning to take place. Children must abide by our Golden Rules, as displayed and discussed in each classroom.