



**PRIORY SCHOOL**  
EDGBASTON

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

|                                     |                                                     |            |
|-------------------------------------|-----------------------------------------------------|------------|
| <b>Trustee Committee:</b>           | Education                                           |            |
| <b>Date Approved:</b>               | September 2026                                      |            |
| <b>Next of Review:</b>              | September 2029                                      |            |
| <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.

## ***1. Purpose, Scope and Principles***

Priory School is committed to creating a calm, safe, respectful and supportive environment in which every pupil can learn, develop and thrive. High standards of behaviour support effective teaching and learning, protect the rights and wellbeing of others and contribute to a strong sense of belonging within the School community.

This policy applies to pupils in the **Early Years Foundation Stage and Preparatory School** and should be read alongside the School's Safeguarding and Child Protection, Anti-Bullying, SEND, PSHEE/RSE and Staff Code of Conduct policies.

Priory's approach to behaviour is founded upon positive relationships, clear expectations, consistent routines, appropriate recognition and proportionate consequences. Pupils will be supported to understand their behaviour, recognise its impact on others and develop the skills needed to make positive choices.

Behaviour will always be considered within the context of the individual child. Staff will take account of age, development, SEND, disability, communication needs, mental and physical health, trauma, safeguarding concerns and other relevant circumstances when deciding how best to respond.

Behaviour which may indicate that a child is experiencing, or presenting a risk of, abuse, neglect or exploitation will **not be treated solely as a disciplinary matter**. Safeguarding concerns will be referred promptly to the DSL or a Deputy DSL in accordance with the School's Safeguarding and Child Protection Policy.

Priory does not use corporal punishment. Restrictive intervention, including reasonable force, will only be used where lawful, necessary and proportionate and in accordance with Section 11 of this policy.

## ***2. Statutory and Guidance Framework***

Priory School's approach to behaviour is informed by current legislation, statutory guidance and Department for Education advice. In particular, this policy has regard to:

- **Keeping Children Safe in Education 2026;**
- **Behaviour in Schools: Advice for Headteachers and School Staff**, Department for Education;
- the **Education (Independent School Standards) Regulations 2014;**
- the **Equality Act 2010;**
- the **SEND Code of Practice: 0 to 25 years;**
- the **Early Years Foundation Stage Statutory Framework 2026**, where applicable to Reception/EYFS pupils;
- **Restrictive Interventions, including the Use of Reasonable Force, in Schools**, effective from 1 April 2026; and
- current Department for Education guidance relating to searching, screening and confiscation where relevant.

The Education (Independent School Standards) Regulations require independent schools to have a written behaviour policy which sets out the sanctions to be adopted in the event of pupil misbehaviour, to implement that policy effectively and to maintain records of sanctions imposed for serious misbehaviour. Department for Education behaviour guidance applies to independent schools and emphasises a whole-school culture of high expectations, consistency, dignity, kindness and respect.

**Keeping Children Safe in Education 2026** requires safeguarding arrangements to work alongside behaviour procedures. Behaviour which may indicate abuse, neglect, exploitation, bullying, discrimination or child-on-child abuse will therefore be considered through a safeguarding lens and referred to the DSL where appropriate.

Priory will also follow the Department for Education's current restrictive-intervention guidance. This applies to independent schools and has been effective since **1 April 2026**.

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Where statutory guidance or legislation changes during the life of this policy, Priory will follow the current requirement and update the policy where necessary.

### ***3. Our Approach to Positive Behaviour***

Priory School believes that good behaviour is essential for effective teaching and learning. Pupils and staff have the right to learn and work in an environment that is safe, calm, respectful and fair.

Our approach is primarily **positive and preventative**. Staff will seek to build strong relationships, establish clear routines, teach expectations explicitly and recognise positive behaviour. Praise and encouragement should normally be used before sanction, while consequences remain available where behaviour falls below the standards expected.

Priory expects pupils to be:

- kind and considerate;
- polite and courteous;
- respectful of others and of difference;
- focused and ready to learn;
- honest and responsible; and
- supportive of the safety and wellbeing of the wider school community.

Staff will apply expectations consistently while recognising that an identical response will not always be appropriate for every pupil. Age, development, SEND, communication needs, emotional regulation, medical needs, safeguarding concerns and other relevant circumstances will be considered when deciding how best to respond.

Behaviour expectations will be taught and reinforced through classroom practice, assemblies, PSHEE, pastoral support and the wider life of the School. Staff are expected to model the standards they expect from pupils through calm, respectful and professional conduct.

Where behaviour causes harm or disruption, the response should help the pupil understand:

- what happened;
- who was affected;
- what needs to change; and
- how relationships or trust can be repaired where appropriate.

Sanctions will be proportionate, reasonable and applied in accordance with this policy. They should support learning and accountability and must never humiliate, degrade or unfairly disadvantage a pupil.

Positive behaviour is a shared responsibility between pupils, staff and parents/carers. The School will work in partnership with families where behaviour concerns arise and will seek to maintain clear, constructive communication.

### ***4. Roles and Responsibilities***

Positive behaviour is a shared responsibility across the School community. All adults are expected to model calm, respectful and consistent behaviour and to support pupils in meeting the standards set out in this policy.

**Trustees/Governors** will:

- provide oversight of the School's behaviour arrangements;
- ensure that appropriate policies and procedures are in place and reviewed regularly; and
- consider information about serious or recurring behaviour concerns where this is relevant to their governance responsibilities.

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### **The Headteacher will:**

- maintain overall responsibility for standards of behaviour across the School;
- ensure this policy is implemented consistently;
- support senior leaders in responding to serious or persistent concerns; and
- determine the appropriate response to the most serious incidents, including suspension or required removal where applicable.

### **The Deputy Head/Behaviour Lead will:**

- oversee the implementation of this policy within Prep;
- support staff with persistent or serious behaviour concerns;
- monitor patterns and the effectiveness of interventions;
- liaise with parents/carers and relevant colleagues where additional support is required; and
- ensure that behaviour procedures remain aligned with safeguarding, SEND and pastoral arrangements.

### **The DSL and safeguarding team will:**

- consider whether behaviour may indicate abuse, neglect, exploitation, child-on-child abuse or another safeguarding concern;
- advise staff where behaviour and safeguarding overlap; and
- ensure that safeguarding concerns are recorded and responded to in accordance with the School's Safeguarding and Child Protection Policy.

### **The SENDCo and relevant pastoral staff will:**

- advise where behaviour may be affected by SEND, disability, communication needs, emotional regulation, medical needs or other additional needs;
- support staff in identifying appropriate reasonable adjustments and strategies; and
- contribute to individual behaviour, support or risk-management plans where required.

### **All staff will:**

- teach, model and reinforce the School's behaviour expectations;
- establish clear routines and boundaries;
- recognise and praise positive behaviour;
- respond to misbehaviour calmly, fairly and consistently;
- take account of individual need when applying consequences;
- record and escalate significant or recurring concerns appropriately; and
- seek support from senior leaders where behaviour cannot be managed effectively at classroom level.

### **Parents and carers are expected to:**

- support the School's behaviour expectations;
- work constructively with staff where concerns arise;
- reinforce respectful behaviour and appropriate boundaries at home; and
- engage with meetings, plans or support where these are required.

### **Pupils are expected to:**

- follow the Prep School's Golden Rules and behaviour expectations;
- treat others with respect, kindness and courtesy;
- respond positively to instructions from staff;
- take responsibility for their actions; and
- seek help from a trusted adult where they are struggling to manage their behaviour or where they have concerns about others.

### ***5. Expected Standards of Behaviour***

Priory expects pupils to behave in a way that supports a safe, respectful and purposeful learning environment. Expectations apply throughout the school day, during lessons, at break and lunchtime, when moving around the site, during clubs and activities, on educational visits and whenever pupils are representing the School.

Pupils are expected to:

- show respect, kindness and courtesy towards pupils, staff and visitors;
- listen carefully and respond appropriately to reasonable instructions from adults;
- behave in a way that allows others to learn;
- take responsibility for their actions and make appropriate choices;
- respect differences between people and avoid discriminatory, prejudicial or harmful language or behaviour;
- care for their own property, the property of others and the School environment;
- move around the School calmly and safely;
- use technology and online communication appropriately and respectfully;
- complete work to the best of their ability and engage positively with learning; and
- behave in a way that protects their own safety and the safety and wellbeing of others.

These expectations reflect Priory's existing pupil code of conduct, including the school values of, passion, respect, honesty, teamwork, determination and self-belief.

Behaviour which is deliberately unsafe, abusive, discriminatory, intimidating, sexually inappropriate, persistently disruptive or significantly disrespectful will be treated seriously and may result in escalation beyond the normal classroom behaviour process.

Staff will make expectations clear and reinforce them consistently. Pupils will be given appropriate opportunities to correct behaviour and make positive choices, taking account of their age, development and individual needs.

Where behaviour is repeated, serious or out of character, staff will consider whether there may be an underlying SEND, pastoral, medical or safeguarding need and will seek appropriate support rather than relying solely on sanctions.

### ***6. Recognition and Rewards***

Priory School places strong emphasis on recognising positive behaviour, effort, contribution and achievement. Praise and encouragement are central to the School's approach and should be used consistently to reinforce the standards and values expected of pupils.

Recognition may include:

- verbal praise and positive feedback;
- stickers, stars or other age-appropriate classroom rewards;
- House Points or House Tokens;
- certificates, badges or Headteacher Awards;
- recognition in assemblies;
- additional responsibilities or leadership opportunities; and
- communication with parents/carers to celebrate positive behaviour or achievement.

Rewards should recognise not only attainment, but also effort, improvement, resilience, kindness, teamwork, honesty, responsibility and positive contribution to the School community.

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The School will ensure that recognition systems are applied fairly and inclusively. Staff should avoid approaches that unintentionally disadvantage pupils because of SEND, disability, medical needs or other individual circumstances.

In the Early Years and younger Prep classes, rewards will be age-appropriate and immediate wherever possible. In older year groups, House Points, responsibilities, certificates and other forms of recognition may be used to encourage sustained positive behaviour and contribution.

Detailed operational arrangements for rewards may be set out in an appendix so that systems can be adapted over time without requiring amendment to the main policy.

### ***7. Responding to Misbehaviour and Sanctions***

Where behaviour falls below the standards expected at Priory, staff will respond promptly, calmly and consistently. The purpose of any consequence is to help the pupil understand the impact of their behaviour, restore appropriate boundaries and support better choices in future.

Responses will be reasonable, proportionate and appropriate to the pupil's age and circumstances. Staff will take account of SEND, disability, communication needs, emotional regulation, medical needs, safeguarding concerns and any other relevant factors before deciding on an appropriate response.

Depending on the nature and seriousness of the behaviour, responses may include:

- non-verbal reminders or redirection;
- a verbal reminder or warning;
- a private discussion with the pupil;
- a change of seat or working arrangement;
- temporary removal from an activity or group;
- loss of an appropriate privilege;
- completion or repetition of unfinished or unacceptable work;
- a supervised reflection or detention;
- restorative conversation or action;
- communication with parents/carers;
- referral to the Deputy Head/Behaviour Lead or another senior leader; and
- an individual behaviour support or monitoring plan where concerns are persistent.

These approaches build on the range of sanctions already used within Prep, including reminders, private discussion, changes to seating, loss of privileges, supervised reflection or detention, which may include loss of part of a break or playtime, parental contact and senior-leader referral.

Pupils should normally be given a clear opportunity to understand what needs to change and to demonstrate improved behaviour. However, **serious incidents may bypass the usual staged response** and be referred immediately to a senior leader.

Where behaviour is persistent, staff will consider whether additional pastoral, SEND, medical or safeguarding support is required. Sanctions should not be repeatedly applied where they are clearly ineffective or where an unmet need may be contributing to the behaviour.

Behaviour which may constitute bullying, discriminatory behaviour, sexual harassment, child-on-child abuse, exploitation or another safeguarding concern will be managed in conjunction with the School's safeguarding procedures and referred to the DSL/DDSL where appropriate.

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Corporal punishment is prohibited. No sanction may intentionally humiliate, degrade or place a pupil at unnecessary risk.

### 7.1 Removal from the Classroom

Removal from the classroom is a serious behaviour response and should normally be used only where other appropriate strategies have been unsuccessful, unless the behaviour is sufficiently serious to require immediate removal.

Removal may be used:

- to maintain the safety of pupils or staff;
- to restore calm following significant disruption;
- to allow learning to continue for other pupils; or
- to give a pupil an appropriate supervised space in which to regulate, reflect and prepare to return to learning.

A pupil who is removed from class will be appropriately supervised and should continue to receive suitable education or purposeful activity wherever practicable.

Removal will last for no longer than is reasonably necessary. The pupil should return to normal lessons as soon as it is safe and appropriate to do so.

Repeated or significant removal from lessons will be recorded and reviewed. Staff will consider whether there are underlying SEND, pastoral, medical or safeguarding needs and whether additional support or an individual plan is required.

Parents/carers will be informed where removal is significant, repeated or forms part of an escalated behaviour response.

Removal from a classroom is not the same as seclusion. Where a pupil is prevented from leaving a space, the requirements relating to seclusion in Section 11 apply.

### 7.2 Prohibited Items, Searching and Confiscation

Pupils must not bring items into School which are illegal, unsafe, inappropriate or prohibited by the School's rules.

Prohibited items include, as applicable:

- knives, weapons or other items capable of causing harm;
- alcohol or illegal drugs;
- stolen items;
- tobacco, cigarettes, vapes or associated products;
- fireworks;
- pornographic or otherwise seriously inappropriate material;
- any item intended or likely to be used to commit an offence, cause injury or damage property; and
- other items specifically prohibited under Priory's published School rules.

Where there are reasonable grounds for concern, the Headteacher or an appropriately authorised member of staff may undertake a search where it is lawful and appropriate to do so. Cooperation from the pupil will normally be sought first.

Any search will be conducted sensitively and proportionately, taking account of the pupil's age, SEND, communication needs, safeguarding circumstances and dignity. A pupil will never be subjected to an intimate or strip search by School staff.

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Where practicable, searches of a pupil will be undertaken by an authorised member of staff of the same sex and in the presence of another member of staff. Any departure from this approach must be justified by an immediate risk of serious harm and must be recorded.

Items found during a search may be confiscated where appropriate and will be retained, returned, disposed of or passed to the Police in accordance with the law and the nature of the item.

Where a search uncovers, or is prompted by, a safeguarding concern, the DSL/DDSL will be informed promptly. Staff must not intentionally view, copy, print, forward or store nude or semi-nude images of a child; safeguarding procedures must be followed immediately.

Significant searches and their outcomes will be recorded appropriately and parents/carers will normally be informed.

### ***8. SEND, Disability and Additional Needs***

Priory School recognises that behaviour may sometimes be linked to a pupil's special educational needs, disability, communication needs, sensory profile, emotional regulation, medical needs or other additional needs.

Staff will seek to understand the underlying reasons for behaviour and will avoid assuming that all behaviour is deliberate or wilful. Where appropriate, the School will involve the SENDCo, pastoral staff, parents/carers and relevant external professionals.

In responding to behaviour, staff will consider:

- whether the pupil has identified SEND or an emerging additional need;
- whether reasonable adjustments are required;
- communication or sensory needs;
- emotional regulation and mental-health needs;
- whether the pupil understands the expectation or consequence;
- whether the environment, task or routine may be contributing to the behaviour; and
- whether additional teaching, support or planning is required.

Reasonable adjustments may include changes to routines, communication methods, seating, sensory support, transition arrangements, adult support, de-escalation strategies or the way in which a consequence is delivered.

Where behaviour is persistent or presents a higher level of risk, an individual behaviour support plan, risk assessment or other agreed plan may be put in place and reviewed regularly with the pupil, family and relevant staff.

Having SEND or a disability does not mean that behaviour expectations cease to apply. The School will maintain appropriately high expectations while ensuring that pupils are supported to meet them and are not placed at a substantial disadvantage because of disability.

Staff will also remain alert to the possibility that changes in behaviour may indicate distress, unmet need or a safeguarding concern. Pupils with SEND may face additional safeguarding vulnerabilities and communication barriers, and concerns should be referred to the DSL where appropriate.

### ***9. Behaviour and Safeguarding***

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Priory School recognises that behaviour can be an important indicator of a pupil's wellbeing and safety. A sudden, significant or unexplained change in behaviour may indicate distress, abuse, neglect, exploitation, mental-health difficulty or another safeguarding concern.

Staff will therefore consider behaviour within the wider context of the child rather than treating incidents solely as disciplinary matters. Where appropriate, behaviour information will be considered alongside attendance, SEND, pastoral and safeguarding information.

Behaviour that may require safeguarding consideration includes:

- child-on-child abuse;
- bullying, including prejudice-based and discriminatory bullying;
- sexualised behaviour, sexual harassment or sexual violence;
- physical aggression or threats of serious violence;
- coercive, controlling or intimidating behaviour;
- harmful online behaviour;
- behaviour linked to exploitation, grooming or criminal activity; and
- significant or repeated changes in behaviour, presentation or emotional regulation.

Priory's Safeguarding Policy makes clear that child-on-child abuse must never be dismissed as "banter", "part of growing up" or ordinary misbehaviour, and may include bullying, physical abuse, sexual harassment, sexual violence, online abuse and other harmful behaviour.

Where behaviour raises a safeguarding concern, staff must:

- ensure any immediate risk is managed;
- report the concern promptly to the DSL or a Deputy DSL;
- record the concern factually on CPOMS in accordance with safeguarding procedures; and
- avoid investigating beyond what is necessary to establish immediate safety and pass the concern to the safeguarding team.

A behaviour consequence may still be appropriate where a safeguarding concern is also present, but disciplinary action must not replace safeguarding action.

Where one pupil has harmed another, the needs of the child who has been harmed and the child alleged to have caused the harm will be considered separately. Appropriate support, safety planning and risk management will be put in place where required. Priory's safeguarding arrangements already require support for both children and recognise that a child who harms others may themselves have unmet safeguarding or welfare needs.

Staff will also remain professionally curious where behaviour is repeated, escalating, unusually withdrawn or otherwise inconsistent with a pupil's normal presentation. The absence of a direct disclosure does not remove the need to consider whether safeguarding action may be required.

### ***10. Child-on-Child Abuse, Bullying and Discriminatory Behaviour***

Priory School is committed to providing an environment in which pupils feel safe, respected and able to report concerns. Bullying, discriminatory behaviour and child-on-child abuse are not tolerated and will be responded to promptly.

Child-on-child abuse can take many forms and may occur in school, outside school or online. It can include:

- bullying, including cyberbullying;
- prejudice-based or discriminatory bullying;
- physical abuse;
- sexual harassment or sexual violence;

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- harmful sexual behaviour;
- coercive, controlling or intimidating behaviour;
- initiation or hazing-type behaviour;
- harmful online behaviour; and
- the consensual or non-consensual sharing of nude or semi-nude images.

Priory's Safeguarding and Child Protection Policy makes clear that such behaviour must never be dismissed as **"banter", "part of growing up", "just having a laugh" or similar normalisation of harmful behaviour**. Staff will distinguish, as far as reasonably possible, between ordinary conflict, unkind behaviour, bullying and behaviour which may constitute abuse. This distinction will be informed by factors including repetition, intent, impact, age and development, power imbalance, coercion and the individual circumstances of the pupils involved.

**Bullying** involves behaviour which causes physical or emotional harm and is commonly characterised by repetition and an imbalance of power. Concerns about bullying will be managed alongside the School's Anti-Bullying Policy.

Racist, faith-targeted, sexist, homophobic, biphobic, transphobic, disability-related or other prejudice-based language or behaviour will be challenged and recorded appropriately. Such incidents will not automatically be treated solely as behaviour matters where there may be wider safeguarding implications.

Where behaviour may constitute child-on-child abuse or another safeguarding concern:

- the DSL/DDSL will be informed promptly;
- concerns will be recorded on CPOMS;
- the immediate safety and welfare of those involved will be considered;
- the needs of the child harmed and the child alleged to have caused harm will be considered separately;
- appropriate risk assessment or safety planning will be undertaken where required; and
- parents/carers and external agencies will be involved where appropriate.

The child who has been harmed will be listened to, taken seriously and supported. They will not be made to feel responsible for causing a problem by reporting what has happened. Priory's safeguarding arrangements explicitly require appropriate support for both children where one pupil has harmed another.

Behaviour sanctions may be used alongside safeguarding action where appropriate. The level of sanction will depend on the nature, seriousness and circumstances of the behaviour and the needs of the pupils involved. Priory will also take preventative action through clear behaviour expectations, effective supervision, staff visibility, pastoral support, online-safety education and age-appropriate PSHEE/RSE.

### ***11. Restrictive Interventions, including Reasonable Force and Seclusion***

Priory School is committed to minimising the need for restrictive interventions through positive relationships, clear routines, appropriate support, prevention and de-escalation. Restrictive intervention will only be used where it is lawful, necessary and proportionate, and for the shortest time necessary.

A restrictive intervention is an action which prevents, restricts or subdues a pupil's movement. This may include physical or non-physical restraint, reasonable force or seclusion.

Reasonable force means using no more force than is necessary for the least amount of time. All members of school staff have the legal power to use reasonable force in limited circumstances.

#### **11.1 When reasonable force may be used**

Staff may use reasonable force where necessary to prevent or stop a pupil:

- causing injury to themselves or another person;
- committing a criminal offence;
- damaging property; or
- causing disorder among pupils.

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The decision to intervene will depend upon the circumstances at the time. Staff must use professional judgement and consider whether a less restrictive response could safely achieve the same purpose. Priory does **not** operate a “no contact” policy. Appropriate physical contact may be necessary for care, first aid, guidance, reassurance, instruction, safeguarding or the lawful use of reasonable force. National guidance specifically advises schools not to adopt no-contact policies where these could prevent staff from protecting pupils appropriately.

### 11.2 Prevention and de-escalation

Restrictive intervention should normally be a last resort. Wherever circumstances permit, staff should use preventative and de-escalation strategies such as:

- calm communication and clear instructions;
- allowing appropriate time and space;
- reducing environmental or sensory triggers;
- redirecting or distracting the pupil;
- seeking support from a familiar adult;
- removing other pupils from an escalating situation where appropriate; and
- using strategies contained within an individual behaviour or support plan.

Staff who are reasonably likely to need to use restrictive interventions should receive appropriate training in their safe and lawful use and in preventative approaches.

### 11.3 Prohibited or unacceptable practice

Force must never be used as a punishment or to cause pain, humiliation or fear.

A pupil must not be restrained in a way that compromises their airway, breathing or circulation, including covering the mouth or nose or applying pressure to the neck or abdomen.

Any intervention must cease or be modified where there is concern about the pupil’s physical safety. Medical assistance will be sought where required.

### 11.4 Pupils with SEND and additional vulnerabilities

Particular care will be taken where a pupil has SEND, disability, communication difficulties, sensory needs, medical needs, mental-health difficulties, trauma or another known vulnerability.

Staff will seek to understand individual triggers and communication needs and use preventative strategies wherever possible. Pupils with SEND may be disproportionately affected by restrictive interventions, and reasonable adjustments must be considered.

Where there is a foreseeable increased likelihood that restrictive intervention may be required, Priory may develop an individual behaviour support plan and risk assessment with the pupil, parents/carers and relevant professionals. Such a plan does not provide automatic authority to use restraint; staff must still assess whether an intervention is reasonable and necessary in the circumstances at the time.

### 11.5 Seclusion

Seclusion means keeping a pupil away from others and preventing them from leaving, whether through physical obstruction, blocking or by making them believe they will be punished if they leave. It is distinct from ordinary removal from a classroom or another disciplinary consequence.

Seclusion will only be used as a safety measure, where necessary to protect others from harm when a pupil is experiencing significant emotional or behavioural dysregulation. It will not be used as a punishment. Any place used must be safe and must not be threatening or intimidating. The pupil must be supervised throughout and allowed to leave as soon as the immediate risk of harm has reduced.

### 11.6 Recording and informing parents

Reviewed and Revised by Declan Griffin - September 26

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Priory will comply with the recording and reporting requirements effective from 1 April 2026.

Every significant incident involving the use of force, and every incident of seclusion or restraint, including restraint that does not involve direct physical force, will be recorded as soon as practicable. Staff should endeavour to complete the record on the same day. These requirements apply even where intervention has been anticipated within an agreed behaviour or support plan.

At Priory, significant incidents will be recorded on the School's Record of Restrictive Actions tracker and on CPOMS, in accordance with the Safeguarding and Child Protection Policy.

Records will include, as appropriate:

- the pupil and staff involved;
- date, time, location and approximate duration;
- the circumstances leading to the intervention;
- why the intervention was considered necessary;
- the type and degree of intervention used;
- relevant SEND, disability or other individual circumstances;
- any injuries or medical attention required; and
- post-incident support and follow-up.

Parents/carers will be informed **in writing as soon as practicable**, with the School endeavouring to do so on the same day. This applies to significant uses of force and incidents of seclusion or restraint. The limited exception is where informing a parent would be likely to cause serious harm to the pupil; in such circumstances the statutory reporting requirements will be followed.

### 11.7 Following an incident

Following a restrictive intervention, Priory will consider the physical and emotional wellbeing of both the pupil and staff involved. Appropriate medical assessment or other support will be provided where necessary. The incident will be reviewed to consider:

- what led to the incident;
- whether preventative or de-escalation strategies were effective;
- the pupil's views where appropriate;
- whether any existing support or risk assessment requires amendment; and
- what could reduce the likelihood of recurrence.

Patterns in the use of restrictive interventions will be monitored by senior and safeguarding leaders. The School will consider whether interventions are being used disproportionately in relation to pupils with SEND, protected characteristics or other vulnerabilities and will address any concerns identified.

## 12. Behaviour Beyond the School Gate and Online

Priory's behaviour expectations may apply to conduct outside the School where there is a clear connection to the School, its pupils, staff or community. Department for Education guidance recognises that schools may respond to misbehaviour outside the school premises where it is reasonable to do so, including conduct occurring online.

This may include behaviour:

- while travelling to or from School;
- while wearing School uniform or otherwise identifiable as a Priory pupil;
- during educational visits, fixtures, clubs or other School-organised activities;
- towards another pupil, member of staff or member of the School community;
- which could adversely affect the orderly running or reputation of the School;
- which poses a threat to another pupil or member of staff; or
- which may constitute bullying, harassment, abuse, exploitation or another safeguarding concern.

### Online behaviour

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Priory recognises that behaviour online can have a significant impact on pupils' safety, wellbeing and relationships in School. Pupils are expected to communicate respectfully online and must not use technology to bully, threaten, intimidate, harass, discriminate against or cause harm to others.

The School may respond to online behaviour occurring outside School where it:

- causes or is likely to cause harm to another pupil;
- constitutes cyberbullying or harassment;
- threatens a pupil or member of staff;
- involves discriminatory or abusive content;
- involves the sharing of harmful, sexual or otherwise inappropriate images or material;
- disrupts relationships, learning or the safe operation of the School; or
- raises a safeguarding concern.

Government guidance expressly recognises that schools may sanction pupils for online behaviour which is threatening, causes harm to another pupil or has an impact on the school environment.

Where online conduct may involve child-on-child abuse, sexual harassment, image-based abuse, exploitation, grooming or another safeguarding concern, the matter will be referred promptly to the DSL/DDSL and managed in accordance with the Safeguarding and Child Protection Policy. Behaviour sanctions may be used alongside safeguarding action where appropriate.

### **Mobile phones and personal devices**

Pupils must follow Priory's current rules concerning mobile phones, smart watches and other personal devices. Any breach will be managed through the School's behaviour and safeguarding procedures as appropriate.

From September 2026, schools are expected under statutory DfE guidance to operate arrangements which prohibit pupils' use of mobile phones throughout the school day, subject to limited individual exceptions where appropriate. Priory's detailed operational arrangements should therefore sit in its mobile-phone/device procedures rather than being duplicated extensively in this policy.

The School's response to behaviour beyond the gate or online will always be reasonable and proportionate and will take account of the pupil's age, circumstances, SEND, safeguarding needs and the seriousness and impact of the behaviour.

## ***13. Serious Misbehaviour, Suspension and Required Removal***

Most behaviour concerns at Priory will be managed through the graduated responses and support described earlier in this policy. However, serious incidents may bypass the usual behaviour stages and be referred directly to the Deputy Head and/or Headteacher.

### **13.1 Serious misbehaviour**

Serious misbehaviour may include, but is not limited to:

- serious or repeated physical aggression;
- bullying or child-on-child abuse;
- sexual harassment, harmful sexual behaviour or sexual violence;
- serious discriminatory, racist or prejudice-based behaviour;
- threatening behaviour or intimidation;
- possession or use of a weapon or other dangerous item;
- theft or deliberate serious damage to property;
- serious or persistent defiance of reasonable instructions where this creates significant risk or disruption;
- serious misuse of technology or online behaviour causing harm;

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- behaviour connected with drugs, alcohol or other prohibited substances; or
- persistent behaviour which, despite appropriate support and intervention, seriously affects the safety, welfare or education of the pupil or others.

The seriousness of an incident will be determined by its nature, context, impact, frequency and risk, rather than simply by the label attached to the behaviour.

### 13.2 Safeguarding and individual circumstances

Before deciding on a serious sanction, the School will consider all relevant circumstances, including:

- the pupil's age and development;
- SEND, disability and reasonable adjustments;
- medical or mental-health needs;
- whether the behaviour may be linked to trauma, distress or unmet need;
- any safeguarding concerns;
- the pupil's account and, where appropriate, the views of others involved;
- whether the behaviour was planned, impulsive, coerced or reactive;
- previous behaviour and support provided; and
- the impact upon other pupils, staff and the wider School community.

Where behaviour may constitute abuse, exploitation or another safeguarding concern, the DSL/DDSL will be involved. Disciplinary action may proceed alongside safeguarding action, but must not replace it.

### 13.3 Suspension

The Headteacher may suspend a pupil from School for a defined period where the seriousness or persistence of behaviour makes this appropriate.

Suspension may be considered where:

- there has been a serious breach of the School's behaviour expectations;
- allowing the pupil to remain in School presents a significant risk to the safety or welfare of others;
- a short period away from School is considered necessary while a serious incident is reviewed; or
- persistent serious behaviour has continued despite appropriate intervention and support.

Parents/carers will be informed promptly of the reason for the suspension, its duration and the arrangements for the pupil's return.

Where appropriate, reintegration following suspension will include a meeting with the pupil and parent/carer, consideration of any additional support required and clear expectations for the pupil's return.

### 13.4 Permanent exclusion or required removal

**Permanent exclusion or required removal is an exceptional sanction and will only be considered in the most serious circumstances.**

It may be considered following:

- a single exceptionally serious incident; or
- persistent serious behaviour where appropriate support, adjustments and interventions have not secured sufficient improvement and the pupil's continued attendance is considered incompatible with the safety, welfare or education of the School community.

Any decision will be made by the Headteacher in accordance with the School's published procedures and the contractual arrangements between the School and parents.

Priory is an independent school, so the statutory suspension and permanent-exclusion framework governing maintained schools, academies and pupil referral units does not apply directly to the School. Priory must

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instead ensure that its own published behaviour procedures and contractual arrangements are followed fairly and consistently.

The School will not use informal or unofficial exclusion. A pupil will not simply be sent home, placed indefinitely on a reduced timetable or pressured to leave as an alternative to following the School's proper procedures. Current DfE inspection guidance for independent schools identifies such practices, where undertaken in the School's interests rather than the pupil's and outside published procedures, as potential off-rolling.

### **13.5 Recording and review**

Priory will maintain a record of sanctions imposed for **serious misbehaviour**, as required by the Independent School Standards.

Records will include sufficient information to identify the incident, response, relevant circumstances and outcome. Serious incidents will also be recorded on CPOMS where there is a safeguarding or pastoral reason to do so.

Patterns of serious behaviour and sanctions will be reviewed by senior leaders to identify recurring concerns, safeguarding issues, SEND or pastoral needs and any indication that particular pupils or groups are being disproportionately affected.

## ***14. Recording, Monitoring and Review***

Priory School will maintain appropriate records of significant behaviour incidents, serious sanctions and interventions so that patterns can be identified, support can be reviewed and safeguarding concerns can be recognised promptly.

Routine low-level behaviour will normally be managed through classroom and phase procedures. More significant, repeated or serious incidents should be recorded through the School's agreed systems and escalated appropriately.

Records may include:

- the nature, date and context of the incident;
- pupils and staff involved;
- action taken and sanctions applied;
- communication with parents/carers;
- any relevant SEND, pastoral or safeguarding considerations;
- support or intervention put in place; and
- follow-up or review arrangements.

Serious behaviour incidents will be recorded in accordance with the School's obligations under the Independent School Standards. Where an incident also raises a safeguarding concern, it will be recorded on CPOMS and managed in accordance with the Safeguarding and Child Protection Policy.

### **14.1 Monitoring**

The Deputy Head/Behaviour Lead and relevant senior leaders will review behaviour information regularly to identify:

- repeated or escalating concerns involving individual pupils;
- patterns by class, year group, location or time;
- bullying, discriminatory behaviour or child-on-child abuse;
- possible safeguarding, SEND or pastoral needs;
- the effectiveness of behaviour support and sanctions;
- repeated use of restrictive interventions; and

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- any disproportionate impact on pupils with SEND, disabilities, protected characteristics or other vulnerabilities.

Restrictive-intervention records will be reviewed by senior and safeguarding leaders in line with the School's Safeguarding Policy and current Department for Education guidance.

Monitoring should be used to improve practice, identify training needs and ensure that behaviour systems remain fair, consistent and effective.

### **14.2 Governance**

Trustees/Governors will receive appropriate information about behaviour trends, serious incidents and the effectiveness of the School's behaviour arrangements as part of their oversight responsibilities.

Individual pupils will not normally be identifiable within routine governance reporting unless this is necessary for a specific governance or safeguarding function.

### **14.3 Policy review**

This policy will be monitored by the Deputy Head (Prep) and reviewed annually, or sooner where there is a significant change to legislation, statutory guidance, safeguarding requirements or School practice.

# APPENDIX 1

## APPENDIX 1 – REWARDS AND BEHAVIOUR RESPONSES

Priory School seeks to recognise positive behaviour, effort, contribution and achievement regularly and consistently.

### **Recognition and rewards**

Rewards may include:

- verbal praise and positive feedback;
- stickers, stars and age-appropriate classroom rewards;
- House Points or House Tokens;
- certificates and awards;
- Headteacher Awards;
- recognition in assemblies;
- communication with parents/carers;
- positions of responsibility and leadership opportunities; and
- other age-appropriate recognition determined by staff.

In Reception and Key Stage 1, recognition should generally be immediate, visual and age-appropriate. In Key Stage 2, House Points, awards, certificates and positions of responsibility may increasingly recognise sustained effort, behaviour and contribution.

These arrangements retain the key reward systems already established in Prep, including stars, House Points, Headteacher Awards and pupil responsibilities.

### **Behaviour response**

Staff will normally use a graduated response:

#### **Stage 1 – Reminder and redirection**

Examples may include low-level disruption, calling out, minor unkindness, poor organisation, inappropriate movement around School or failure to follow a reasonable instruction.

Possible responses include:

- non-verbal reminder;
- verbal reminder;
- redirection;
- private conversation;
- change of seat or working position; or
- opportunity to correct the behaviour.

#### **Stage 2 – Consequence and reflection**

Used where behaviour continues, becomes more significant or requires a clearer consequence.

Possible responses include:

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- loss of an appropriate privilege;
- supervised reflection;
- loss of part of a break or playtime;
- completion or repetition of unfinished work;
- temporary removal from an activity or group;
- restorative action;
- communication with parents/carers; or
- referral to a phase leader or senior member of staff.

### **Stage 3 – Senior intervention**

Used for persistent Stage 2 concerns or more serious behaviour.

Possible responses include:

- formal reflection or detention;
- parent meeting;
- behaviour monitoring or report card;
- individual Behaviour Support Plan;
- SEND/pastoral involvement;
- risk assessment; or
- Deputy Head/Headteacher intervention.

### **Serious incidents**

Serious behaviour may bypass the graduated stages and be referred immediately to a senior leader. Section 13 of this policy will apply where suspension or required removal is being considered.

At every stage, staff will consider whether behaviour may indicate an unmet SEND, pastoral, medical or safeguarding need.

## 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

### APPENDIX 3 – RESTRICTIVE INTERVENTION: RECORDING AND FOLLOW-UP

Following any significant use of force, or any incident involving restraint or seclusion, the member of staff involved must inform an appropriate senior leader and complete the required School record as soon as practicable, normally on the same day.

At Priory, the incident will be recorded on CPOMS.

The record should include:

- pupil's name and year group;
- names of staff directly involved;
- date, time and location;
- approximate duration of the intervention;
- circumstances leading to the incident;
- known or potential triggers;
- preventative or de-escalation strategies attempted;
- why intervention was considered necessary;
- type and degree of intervention used;
- relevant SEND, disability, medical or communication needs;
- any injury or adverse effect;
- first aid or medical treatment provided;
- the pupil's views where appropriate;
- parent/carer communication; and
- actions identified following review.

#### Parent/carer notification

Parents/carers will be informed in writing as soon as practicable, with Priory endeavouring to do so on the same day.

The communication should normally explain:

- what happened;
- why intervention was considered necessary;
- what intervention was used;
- whether any injury occurred; and
- what follow-up action will take place.

The limited safeguarding exception in Section 11 applies where informing a parent would be likely to cause serious harm to the pupil.

#### Post-incident review

Following an incident, relevant staff will consider:

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- whether the pupil or staff require physical or emotional support;
- whether the intervention was necessary and proportionate;
- what triggered the incident;
- whether de-escalation strategies were effective;
- whether an existing Behaviour Support Plan or risk assessment needs amendment;
- whether SEND or safeguarding input is required; and
- how the likelihood of recurrence can be reduced.

Repeated incidents involving the same pupil must trigger review of the support and risk-management arrangements in place.

## APPENDIX 4

### APPENDIX 4 – SUSPENSION AND REQUIRED REMOVAL PROCEDURE

Suspension, permanent exclusion or required removal will only be considered by the **Headteacher** and will be used as an exceptional response to serious or persistent behaviour.

#### A. Before a decision

Where circumstances permit, the School will:

- establish the relevant facts;
- give the pupil an appropriate opportunity to explain what happened;
- consider information from relevant staff and witnesses;
- consider whether bullying, coercion, provocation or safeguarding concerns may have contributed;
- consult the DSL where safeguarding issues are present;
- consider SEND, disability and reasonable adjustments;
- consider previous support and interventions; and
- consider the impact of the behaviour upon others.

A serious single incident may justify immediate escalation without previous behaviour sanctions having been used.

#### B. Suspension

Where a pupil is suspended, parents/carers will be informed promptly and will receive written confirmation of:

- the reason for the suspension;
- the period of suspension;
- arrangements for education during the suspension where appropriate;
- any conditions or expectations during the period away from School; and
- arrangements for return.

Suspension should be for the **shortest period reasonably necessary**.

A reintegration meeting may be held before or on return to School. Appropriate support, risk assessment, behaviour planning or reasonable adjustments will be considered.

#### C. Permanent exclusion or required removal

Permanent exclusion or required removal may be considered following a single exceptionally serious incident or persistent serious behaviour where other appropriate measures have not secured sufficient improvement.

The Headteacher will notify parents/carers in writing of:

- the decision;
- the reasons for it;
- the effective date;
- any arrangements applying under the School's Terms and Conditions; and
- any review, appeal or complaints process available to the family.

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The School will follow its contractual arrangements and published Complaints Policy in relation to any review of the decision.

Relevant Trustees/Governors will be informed in accordance with the School's governance arrangements while preserving appropriate confidentiality.

Safeguarding information will be transferred to the pupil's next school or setting in accordance with the Safeguarding and Child Protection Policy.

### **D. Records**

Priory will retain appropriate records of suspensions, permanent exclusions and required removals, including the reason for the decision, relevant evidence, communication with parents and the outcome of any subsequent review.

## APPENDIX 5

### 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 hand their mobile phone (switched off) to their class Teacher for safekeeping until the end of the

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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.