



PRIORY SCHOOL
EDGBASTON

SENIOR POSITIVE BEHAVIOUR POLICY

(STATUTORY)

Trustee Committee:	Education	
Date Approved:	September 2026	
Next of Review:	September 2029	
Member of Staff Responsible:	AF Alex Flood Assistant Headteacher	
Trustee Overseer:	AC Anne Cleary	
Intended Audience:	Options: Employees, Volunteers, Parents, Pupils, and Visitors	
Relevance:	Whole School	No
	Early Years	No
	Preparatory	No
	Seniors	Yes
Access:	Website	Yes
	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. Rationale

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 their 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 in Schools (DfE Statutory Guidance)
- Suspension and Permanent Exclusion Guidance
- Searching, Screening and Confiscation Guidance
- Keeping Children Safe in Education 2026
- Independent School Standards Guidance (April 2026)
- Mobile Phones in Schools Guidance
- Children's Wellbeing and Schools Act 2026
- Equality Act 2010
- Working Together to Safeguard Children

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)

2. Priory Values

- Our Positive Behaviour Policy is based on the values of our Catholic Heritage
- We are an inclusive community
- Our values are: determination, team work, passion, self belief and honesty
- 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.

3. 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.

4. 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 2023. It is revised at least annually.

5. 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 Heritage 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.

5.1 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. Positive behaviour includes:

- readiness to learn;
- respectful conduct;
- cooperation with reasonable instructions;
- punctuality;
- responsible use of technology;
- respect for diversity and protected characteristics;
- conduct that promotes a safe learning environment.

Behaviour expectations apply equally in classrooms, around the school site, during social times, on educational visits and online where conduct impacts members of the school community.

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.

SENIOR SCHOOL POSITIVE BEHAVIOUR POLICY

For infringements of discipline, teachers may give detentions without notice during the school day. Those students who receive detentions before lunchtime will be issued with an after-school detention on the same evening. Parents will receive an email alert by 13:10.

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 at least 3 hours written notice has been given; this is done via email which is sent home to parents on behalf of a member of the leadership team. In all cases, pupils will receive a log on iSAMS. All pupils and parents are expected to support the School's 'Positive Behaviour Policy' as outlined in the 'Home/School Partnership Agreement.'

5.2 Mobile Phones and Electronic Devices

The School has regard to national guidance regarding the use of mobile phones and personal electronic devices in schools and takes reasonable steps to ensure that such devices do not negatively impact learning, behaviour, safeguarding or pupil wellbeing. The School recognises the potential impact of mobile phones and personal electronic devices on behaviour, learning, safeguarding and wellbeing.

In accordance with DfE guidance and school expectations:

- Mobile phones must remain secured in Yondr pouches throughout the school day.
- Mobile phones may not be used in lessons.
- Mobile phones may not be used between lessons.
- Mobile phones may not be used during breaktimes.
- Mobile phones may not be used during lunchtime.
- Mobile phones may not be used during assemblies, educational visits or other supervised activities unless expressly authorised.

Unauthorised use of a mobile phone will be treated as a behaviour matter and may result in confiscation and further sanctions.

The School will take appropriate action where mobile phones are used to facilitate bullying, harassment, online abuse, safeguarding concerns, filming without consent or the sharing of inappropriate content.

5.2 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 they are involved with any activity organised by the School
- whenever they are 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 at the School
- for the reputation of the school community as a whole

Reviewed and Revised by Alex Flood – September 2026

SENIOR SCHOOL POSITIVE BEHAVIOUR POLICY

- 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.

6. 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.

7. 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

SENIOR SCHOOL POSITIVE BEHAVIOUR POLICY

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.

8. 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.

Sporting Behaviour: 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 will be sanctioned-

Bullying and Fighting: Threats, physical attacks, name-calling, mocking, harassment, racism, sexism, homophobia, cyber-bullying, and all forms of victimisation are bullying. Bullying has never been tolerated at this school and will not be excused on the grounds of it being part of a game. Bullying is a serious matter that 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.

9. 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 wilful damage or the deliberate dropping of litter to a member of staff. Please take pride in our 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.

10. 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).

11. Priory Achievement System

Aims of the Priory Achievement System

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.

Priory Reward System

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.

Praise is indeed powerful, and our new system of praise rewards students on a weekly basis. This is reinforced each half term with trips out of school for those who receive the greatest number of merits and no behaviour log

12. 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 Merits system. An achievement Point 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 rewards in which students are recognised every week, half term and full term. Merits are recorded on iSAMS.

Form tutors monitor pupils' accumulation of Achievement points and the Leadership team co-ordinates and prepares the merit awards for the end of term/year assembly.

13. 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.

14. 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

15. 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 10 and 11 and pupils are invited to apply for the prestigious role of Deputy Head Boy/Girl in Year 11 and Captain in Year 12/13. Our pupil leadership team support the teaching staff and are positive role models for younger pupils.

16.A System for Classifying Negative Behaviour

Behaviour is categorised into Low, Moderate, Disruptive and Unacceptable Behaviour and each level of behaviour is linked to a sanction.

17. 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 iSAMS. The detention will generally take place on the same day after school.
- If a pupil arrives late to assembly, they will be recorded in the late register.
- Multiple occurrences in the same week will then receive a one-hour detention.

Lateness to lessons

- If a student arrives to class after the first five minutes of a lesson, an L will be entered against their name on the register to indicate their late arrival.

SENIOR SCHOOL POSITIVE BEHAVIOUR POLICY

- The classroom teacher will then organise for the pupil to make up the time missed through a detention which will be recorded on iSAMS. The detention will generally take place on the same day after school.

Uniform expectations

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

18. Aims of the Classroom Behaviour 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.

19. Phases of the Classroom Behaviour System

Priory's sanction system runs in parallel with the reward system. The system 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.

Phase 1: Verbal warning

A pupil who chooses to behave unacceptably despite being given a rule reminder will move on to phase 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 on to a phase two as a result of continuing the behaviour which led to the initial rule reminder.

Phase 2: Use of iSAMS 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. Detentions are predominantly used to tackle poor behaviour in the classroom. It may also be at this phase that a teacher decides to move the student within their own classroom.

The first two phases are very much seen as classroom-based strategies

Phase 3: On Call

On call will be used by teachers in two situations:

- If a pupil chooses to continue to misbehave after a behaviour log has been issued
- 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.

Phase 4: 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 Headteacher 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 Restraint Policy).

20. 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 **July 2022**. This advice applies to all schools in England.

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage property of; any person (including the pupil)
- tobacco, cigarette papers or vapes;
- fireworks;
- pornographic images;
- 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

SENIOR SCHOOL POSITIVE BEHAVIOUR POLICY

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.

Use of Reasonable Force During Searches

Where a pupil is suspected of concealing a prohibited or illegal item, authorised staff may exercise statutory search powers in accordance with current DfE Searching, Screening and Confiscation guidance.

Reasonable force will only ever be used when permitted by law and where it is necessary, proportionate and justified by the circumstances.

Any use of reasonable force during a search will be recorded and managed in accordance with the Restrictive Intervention Policy.

21.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 consider 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,K3E0O,1

22.Records

A record of the sanctions imposed on pupils for serious disciplinary offences is maintained electronically by the Leadership Team. A Suspension Log is kept by the Head and shared with the Governing Council at each Safeguarding and Wellbeing Committee Meeting.

23.Physical Restraint

The School seeks to avoid the use of restrictive intervention wherever possible through proactive behaviour management, de-escalation and reasonable adjustments.

Restrictive intervention will only be used when lawful, proportionate and necessary to:

- prevent injury to a pupil or another person;
- prevent serious damage to property;
- prevent serious disorder.

Detailed guidance regarding:

- authorised interventions;
- staff training;
- recording procedures;
- reporting arrangements;
- parental notification;
- post-incident reviews;

SENIOR SCHOOL POSITIVE BEHAVIOUR POLICY

is contained within the School's Care and Control Including Restrictive Interventions Policy, which should be read alongside this Behaviour Policy.

Please see the Care and Control Policy for further guidelines on Restrictive interventions of pupils and the recording procedures.

24. Behaviour Stages

For students who continue to cause concern with persistent behaviour logs there are a series of stages with interventions and support that will be monitored by key staff.

Stage 1

A pupil chooses to continue with repeated negative behaviour despite interventions by staff and communication with home can be placed on Stage 1.

Stage 1 will be led by the pupil's Form Tutor who will arrange a meeting with the child and parents to discuss issues and be placed on report. A set of targets will be shared at the meeting and the Form Tutor will monitor for a series of weeks. Parents will be contacted on a regular basis when on report by the Form Tutor to review the pupil's progress.

Stage 2

Despite interventions at Stage 1 the pupil continues to display concerns of a negative nature and will move on to Stage 2.

At Stage 2 the Key Stage Pastoral lead will take ownership of the monitoring and will arrange a meeting with parents and agree new targets for the pupil. Other support in the form of counselling or indeed mentoring may well form part of the plan in addition to being placed on report.

Stage 3

A student be placed on Stage 3 if they do not adhere to the targets put in place at Stage 2 or indeed participate in their mentoring or counselling session.

At this Stage the Assistant Headteacher will now lead on monitoring of the pupil's progress. As before a parental meeting will be arranged and fresh targets agreed. In addition to the mentoring and counselling, other strategies could include:

- pastoral support;
- mentoring;
- counselling;
- SEND review;
- external agency involvement;
- Early Help support;
- individual behaviour planning.

Reduced timetables will not be used as behaviour sanctions and will only be considered in accordance with the Attendance Policy where health or welfare needs require this.

Stage 4

On the rare occasion a student finds themselves on Stage 4 they will have exhausted the normal pastoral support to amend their choices of behaviour.

SENIOR SCHOOL POSITIVE BEHAVIOUR POLICY

This is final stage of the Behaviour System and will be led by the Deputy Headteacher who will monitor and set clear targets for the pupil with support from the Assistant Head. In addition to the strategies already shared, signposting to outside agencies for support could be utilised.

There will be a clear message at the meeting in which it will be clear to the pupil that failing to meet these targets would lose their place at our school.

The School does not use part-time or reduced timetables as a behaviour management strategy or sanction.

Any reduced timetable will only be considered where it is necessary to support a pupil's health needs, medical condition, SEND provision or exceptional welfare circumstances.

Decisions regarding reduced timetables will:

- be time limited;
- involve parents and, where appropriate, external professionals;
- have clear reintegration arrangements;
- be subject to regular review.

Attendance expectations remain high for all pupils and the School follows statutory attendance guidance where attendance concerns arise.

25. Compliance Statement

This policy supports compliance with Independent School Standards Regulations, particularly:

- Part 3 Welfare, Health and Safety of Pupils.
- Part 5 Premises of and Accommodation at Schools.
- Part 8 Quality of Leadership and Management.

The School promotes a culture of positive behaviour, safeguarding, mutual respect and good discipline through clear expectations, consistent implementation and appropriate support for all pupils.

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 Senior School, 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.

Appendix 1: Senior School Rules

1. ABSENCE

- a. Parents / Guardians should notify the School by 9.30am either via Parent Mail or a phone call to reception. If no notification is received, parents will be telephoned to confirm their awareness of the absence.
- b. Where absence is foreseen, permission should be sought in writing from the Headmaster in advance. Permission is given only for serious reasons. Parents are formally requested not to plan holidays in term time.

2. LEAVING THE SCHOOL PREMISES (Years 7-13) – Parents must inform the school when a pupil will be leaving early (the exception to this is 6th Form privilege time) and they must complete the sign out sheet in reception. Sixth Form students must also use their electronic fobs to exit the premises. Parents are requested to as far as possible arrange appointments during school holidays or after school.

3. TUITION HOURS – Senior School 8.45am – 3:15/3.50/4.00pm

- a. Pupils are expected to be on the premises during these times.
- b. If a pupil arrives in school after 8.45am they will be recorded as late on the register.

4. UNIFORM

- a. Year 7 – Year 11 wear full School Uniform (see current uniform list).
- b. Items which are not part of School Uniform which are worn to school can be confiscated and a sanction given
- c. It is the responsibility of parents to ensure that correct uniform is worn including to and from school. All articles must be clearly marked with owner's name.
- d. 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.
- e. The School reserves the right to ask pupils to modify any uniform item or shoe style, which is considered to be inappropriate.

5. PE KIT – Please refer to PE uniform regulations.

6. JEWELLERY AND MAKE-UP

- i. A cross or religious emblem and chain, and one pair of plain stud earrings in the lower lobe only is permitted (pupils should not have large diamante earrings)
- ii. No body piercings or tattoos are permitted.
- iii. The wearing of watches is encouraged (although these are not allowed in examinations.)
- iv. Coloured nail varnish and nail or eyelash extensions are not permitted.
- v. Pupils may wear a small amount of discreet make up but the school will ask pupils to remove any make up staff consider inappropriate

7. HAIR

- i. Hair should be worn short or tied back. Parents are asked to ensure that pupils avoid extremes of fashion in style or colour.
- ii. Hair should be of a natural colour and hair styles should reflect a professional environment
- iii. The School reserves the right to ask pupils to modify any style, which it considers too extreme.

Pupils should remember, 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.

SENIOR SCHOOL POSITIVE BEHAVIOUR POLICY

8. VALUABLES

- i. 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. However, the phone must be turned off and placed in their Yondr pouch. Failure to do so will result in confiscation for the remainder of the day and a referral for a one day exclusion. Pupils must take personal responsibility for their mobile phone.
- ii. Musical Instruments are the responsibility of their owners but may be left in the Music Department.
- iii. Large sums of money should not be brought into School. All other money **MUST** be kept on the person and not left unattended. **The school accepts no responsibility for loss or damage.**

9. PROHIBITED ITEMS

- i. Chewing Gum is banned on site during School hours and at all other School functions and during school trips
- ii. Tippex, ink eradicators or aerosol sprays should not be brought to School
- iii. Possession or use of alcohol or smoking materials of all kinds, whether tobacco or not, by pupils is forbidden on the School premises at any time and in School Uniform anywhere. The School reserves the right to suspend / exclude any student involved in any incident concerning smoking materials or alcohol.
- iv. Pupils 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.

10. CRIMINAL OFFENCES – The School reserves the right to permanently exclude a pupil who is convicted of a criminal offence.

11. DETENTION – Any member of staff can issue an after-school detention if they feel the behaviour of the pupil is unacceptable. For a same day detention, parents will be informed by lunchtime to make alternative travel arrangements if required.

12. THE SCHOOL ENVIRONMENT

- a. Pupils must ensure they keep all areas of the campus tidy including classrooms, the canteen and all outside space.
- b. Litter bins must be used for rubbish, recycling bags are provided for appropriate items.
- c. Pupils may be liable for any damage caused where their actions have not followed the school rules
- d. No pupil may enter the Science Labs, or other practical subject areas, unless a teacher is present.

13. BEHAVIOUR IN LESSONS

- i. 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.
- ii. Pupils must be ready to learn at all times this includes ensuring the correct equipment is present including all necessary homework completed
- iii. Low level disruption in lessons will not be tolerated this includes talking while others are, swinging on chairs and interrupting
- iv. Pupils should be focused, attentive and striving for the highest outcomes
- v. If pupils are working in the ICT suites or the Library they must ensure they remain focused on the task set and not become distracted looking at other websites.

14. MOVEMENT AROUND THE SCHOOL CAMPUS

- i. When moving around the school campus pupils are expected to walk in an orderly fashion, keeping noise to a minimum and adhering to the left.
- ii. Where appropriate pupils should hold doors open for others especially members of staff and those in the Prep School

15. ENTRY TO LESSONS

- a. When waiting for a lesson to begin pupils are to line up single file in an orderly manner until the teacher instructs them to enter.
- b. Pupils must stand behind their chairs until directed to sit down

16. RESPECT

- a. Pupils must demonstrate respect for themselves, for others and for the school at all times
- b. Pupils must follow all instructions given at the first time of asking
- c. Swearing is not permitted at any time

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.

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

- Mobile phones brought onto the school site are not prohibited items but are restricted items subject to the School
- Mobile phones
- Ipods/Ipads (or similar)
- Jewellery: bracelets, rings (or similar)
- Nose studs
- Lighters
- Earrings
- Vapes

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 in 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: 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 Support Form

- The REQUEST FOR SUPPORT 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 SUPPORT 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 support 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 support is completely voluntary, so the student and parent must agree for a request for support to take place. The student and parent also must agree who else they wish the assessment to be shared with.
- The REQUEST FOR SUPPORT 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 support 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.

CASS – Children's Advice & Support Service)

- 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

- CAMHS stands for Child and adolescent mental health services. It's a free service run by your local NHS and is made up of medical and mental health professionals.

CAMHS can help if you're going through mental health issues such as depression, anxiety, panic attacks, hearing voices, self-harm, or suicidal thoughts. Everyone at CAMHS is there to support you and help you get better.

Your experience of CAMHS will be unique to you and you can look up what mental health support services are available in your local area on the NHS website.

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