



THE PRIORY SCHOOL

Behaviour Policy

1. Policy Statement

The Priory School is committed to creating an environment where appropriate behaviour is at the heart of productive learning and where pupils, staff and visitors feel safe, happy and included. In order to achieve this, we promote high standards of personal conduct and for pupils to accept responsibility for their behaviour. Our behaviour support policy guides staff to teach self-discipline not blind compliance. It echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Due to the nature of our school and the broad range of additional needs, we adopt a personalised approach, when managing behaviour to take into account individual needs.

2. Aim of the Policy

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

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and promote good relationships.
- To ensure that all learners are treated as individuals acknowledging personal circumstance, beliefs and identity.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Consistency in Approach

Consistency in approach is an essential component of this behaviour policy. This consistency lies in the behaviour of adults and the application of certain procedures. By doing so a consistency will be developed that ripples through every interaction with learners. This will ensure learners feel treated as valued individuals, they respect adults and accept their authority. To ensure consistency in practice the following adult behaviours and procedures will be adopted.

- Consistent positive relationships: based on mutual respect and positive regard. This includes identify, race, religion, gender, sexuality and special needs.
- Consistent language; consistent response: referring to the Priory Principles and/or agreements made between staff and learners. Using simple, scripted and clear expectations, in all conversations, about behaviour.

- Consistent follow up: ensuring 'certainty' at the classroom and senior leadership level. A system of teachers being responsible for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour, within the classroom and across the school.
- Consistent challenge: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent emotional control and respect from adults: Even in the face of disrespectful learners!
- Consistently reinforced rituals and routines for behaviour around the school: in classrooms, the dinner hall, on the playground, around the site.

All Staff

- Refer to the Priory Principles.
- Model positive behaviours and build relationships.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly
- Showing a willingness to listen and understand

All Teachers

- Meet and greet learners at the door at tutor time and at the start of each lesson.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson
- Create an attractive, well organised and stimulating learning environment

The Inclusion Mentor

The Behaviour and Inclusion Mentor is not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Be a visible presence to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings
- Regularly celebrate learners whose efforts go above and beyond expectations
- Use behaviour data to target and assess interventions

All Middle Leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Be a visible presence to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted



All Senior Leaders



Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Meet and greet learners at the beginning of the day
- Be a visible presence to encourage appropriate conduct
- Regularly celebrate staff, leaders and learners whose efforts go above and beyond expectations
- Regularly share good practice
- Provide support in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

4. The Priory Principles

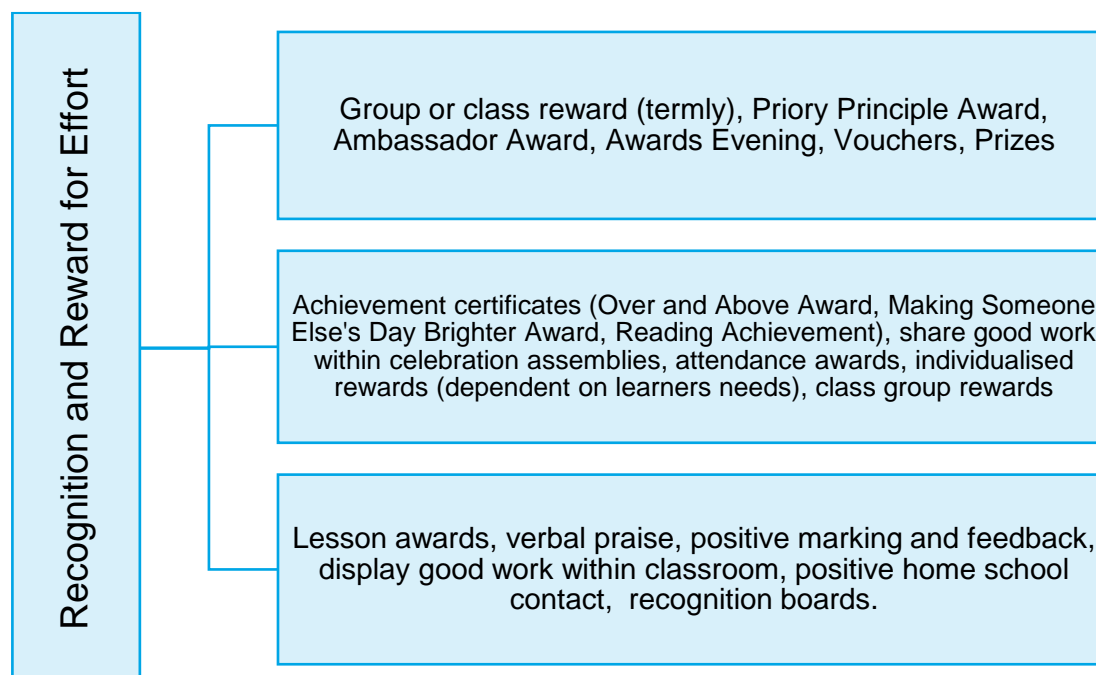
Pupils themselves have agreed a set of guidelines for behaviour known as the 'Priory Principles'. These are prominently displayed in classrooms and discussed at frequent intervals. For each principle pupils work towards collecting a star, this acknowledges their hard work and dedication towards this part of the agreement. When a learner has achieved all five they receive an ambassador award for consistently demonstrating all of the Priory Principles daily.

	Pride	Take pride in yourself and your work.
	Protect	Look after , appreciate and care for your school environment.

	Pleasant	Look after others and make everyone else's day brighter .
	Persevere	Always try your hardest and do your best.
	Proactive	If you have a problem ask for help .
Achieve all five Priory Principle badges and you will be awarded...		
	An ambassador is an individual who demonstrates all of the Priory Principles daily and throughout their school journey. They are an ambassador of good behaviour and display a positive attitude towards their learning .	

5. Recognition and Reward for Effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.



6. Supporting Challenging Behaviours

Behaviour Policy

At the Priory School we recognise that the majority of our pupils will behave well and will not display challenging behaviours. However, a measured response, for responding to such challenges, will at times be necessary.

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

The following process is to be adopted.

Steps	Actions
Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness (consider a change of seating)
Reminder	A reminder of the expectations (related to the Priory Principles) delivered privately wherever possible. Repeat reminders if necessary. Deescalate where reasonable and possible and take the initiative to keep things at this stage.
Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Reset boundaries and offer a positive choice to do so.
Internal referral	At this point the learner will be referred internally to another room in the department/school for the remainder of the lesson. All internal referrals must be recorded on School Pod.

<p>Restore</p> <p>(Please refer to the restore questions and SOCCSS approach in appendix one and two.)</p>	<p>A restorative conversation should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from a person in leadership or the behaviour and inclusion mentor who will support the reparation process.</p>
<p>Formal Meeting</p> <p>(Please refer to the restore questions and SOCCSS approach in appendix one and two.)</p>	<p>When outlining consequences*, a teacher may reference to a 'meeting' that would take place during unstructured times.</p> <p>A meeting with the teacher and learner, recorded on school pod with agreed targets for the following lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from a person in leadership or the behaviour and inclusion mentor who will support the reparation process.</p> <p>At times the challenges a learner has demonstrated will require additional reflection time. Following the meeting a learner may spend time completing a task or activity under the guidance of the adult.</p>

*At times when positive behaviour reinforcement strategies are not effectively working an appropriate consequence will be utilised. These will be proportionate and fair responses that may vary according to the age of the student, and any other special circumstances that affect the student. Account must be taken of the student's specific special educational needs of disability and any religious requirements affecting them.

Strategies to Deescalate

- Always praise desired behaviour and let the pupil know that you have faith in them and trust them.
- Change of seat in classroom.
- Change of group pupil is working with.
- Use of a social story to develop pupil understanding of the situation they are finding challenging.
- Place a pupil near or closer to a staff member whilst working.
- Sometimes a pupil misinterprets another's behaviour towards them. Staff need to step in to those situations and clarify the peer's behaviour so that the pupil no longer feels hostile or jealous when there is no need.
- When an activity seems to be building up too much excitement or disruption, change that activity for a quiet one, but try not to make it seem a rejection of that pupil or a reward for disruptive behaviour.

Serious Incidents and Responses

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

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

Examples of Possible Reasons to Exclude

- Violent or threatening behaviour towards a member of staff or another pupil
- Damage to school property
- Sexual misconduct
- Racist, homophobic and transphobic behaviour
- Bullying
- Drug or alcohol related incidents
- Carrying an offensive weapon

7. Conclusion

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

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

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

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

Appendix One – Lesson Point Indicators

5	You are following the Priory Principles and are making excellent choices within the lesson. You are a role model to other pupils and consistently go above and beyond expectations. You lead by example and always encourage others. You are resilient and do not give up when something gets hard.
4	You are following the Priory Principles and are making good choices within the lesson. You are resilient and do not give up when something gets hard. You work hard and try new things and ask for support when needed.

3	You are following the Priory Principles with little prompting or reminders and have made some good choices within the lesson.
2	You needed prompting and reminders of the Priory Principles to make good choices within the lesson. Remember to listen to the advice and support from adults so your next lesson is more positive.
1	You were unable to follow the Priory Principles and needed somewhere else for reflection. This has affected your learning within this lesson.


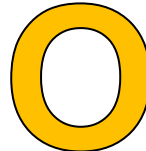




Appendix Two – Restore questions

When using restorative questions with pupils use no more than five off of the list below. Please note during the restore stage of the process five questions may be too many, so select the most important questions to discuss at that time and refer back to others at a later stage.

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put it right?
- How can we do things differently in the future?

Behaviour Policy

Appendix One – SOCCSS approach

					
Situation	Options	Consequence	Choice	Strategy	Simulation

Explore all possible options and their likely consequence

<u>Situation</u>	<u>Option</u>	<u>Consequence</u>	<u>Choice</u>	<u>Strategy</u>	<u>Simulation</u>
Help the young person identify the situation which he or she finds challenging.	Explore the options for responding to the situation, asking questions such as: How did you react to the situation? What else could you have done? <i>(If possible make a note of alternative responses)</i>	What would the likely consequences be for the options identified?	Review the various Options and Consequences scenarios in order to identify the best choice.	Agree a plan of action.	Agree the best way for the young person to practice the new strategy.