



Behaviour Policy

Policy Statement:

Students will behave, at all times, in a way that demonstrates courtesy and consideration for others and respect for learning both inside and outside of the classroom as well as within the community.

At Priory Community School the core value is that all students can learn and must have the opportunities to learn. We aim to provide a positive and rewarding culture permeating every aspect of school life that enables students to achieve their educational potential. Parents and carers have a responsibility in ensuring individuals are ready to learn, are in the correct uniform and have the appropriate equipment to allow them to be successful with their learning. This will ensure we are collectively reinforcing positive aspects to learning as well as high standards of conduct both in and out of school.

All staff seek to manage behaviour through the provision of high quality lessons for students that encourage students to choose to behave well.

We pride ourselves on rewarding students for all achievements, be they academic, pastoral or extracurricular. However, if school expectations are not being met then a range of sanctions will be applied.

Aims:

- To promote a learning culture which recognises and celebrates achievement.
- To teach appropriate behaviour and establish positive relationships.
- To increase students' self esteem through consistent, meaningful recognition.
- To ensure rewards and sanctions are consistently used across the school.
- To ensure all students are prepared and ready to learn- a pencil case, a school planner and other equipment deemed appropriate by the school is a minimum daily expectation.

Achievements

We must take every opportunity to use the rewards system to:

Create a positive classroom environment for staff and students through the recognition of achievements.

- Teach appropriate behaviours and establish positive relationships
- Ensure students have the correct equipment to allow them to successfully learn
- Praise students often
- Recognise students' responsible behaviours with rewards
- Motivate students and build positive relationships
- Increase parental contact regarding student success
- Ensure that all students can achieve recognition of their successes.

Any achievement should be recognised and an entry made on a student's SIMs log.

These logs will be shared with students on a weekly basis, during tutor time, when each student will update their rewards chart in their planner. Rewards are issued as follows: -
Postcards will be issued at the end of each term as follows:

Lower school		Upper school	
10 - 19	Bronze card	5 – 9	Bronze card
20 - 29	Silver card	10 – 15	Silver card
30 - 39	Gold card	16 - 19	Gold card
40 +	Platinum card	20 +	Platinum card

Student of the week is issued weekly for Lower School students to celebrate excellent contributions to all aspects of school life, this is also displayed on the school's website. At the end of each term achievements are celebrated with the year group by the HOY in assemblies, prizes and awards are issued during this time. At the end of Year 8 students will receive a bronze, silver or gold graduation certificate this is determined by the tutor and is linked directly to the number of personal achievements each student completes during the school year. In Year 11 students are issued with a 'Passport to the Prom'. Targets are set annually to ensure that students understand that their behavior choices will affect their Prom attendance.

Postcards are prepared in the school office and sent home by post termly. Staff can make direct contact with parents to inform them of individual achievements within their faculty.

Individual faculties and HOY will generate their own certificates.

Personal Achievements

We encourage all students to participate in a range of activities both in school and beyond. Students and tutors acknowledge these in their planners.

Activity	Date	Tutor
Represented the school at sport		
Participated in Period 6		
Taken part in sports day		
Received a PASS letter		
Taken part in a formal presentation		
Taken part in a school event or production		
Been actively involved in an international experience either within the school, the UK or abroad		
Helped organise events for the school charity		
To be actively involved in some form of community experience within or beyond PCSA		
To work with staff and other students to make the school community a safe and happy environment		
To achieve at least one school certificate		
To be part of a mini enterprise		
Gained 50 positive logs		
Received a postcard each term		
No parking logs		
Only one late		
97% Attendance		
I have		
I joined		
I participated in		

Behaviour Consequences

Behaviour during lessons and social time, whilst travelling between lessons and within the community is an essential part of any student's life at PCSA. We pride ourselves on promoting positive behavior choices during these times and students need to take responsibility for their actions. Individuals who fail to follow these instructions will be issued with a sanction linked to the nature of the incident. Vice Principal, Head of School and The Principal will issue these in accordance to the consequences detailed below.

Identifying and praising positive behaviours should be the starting point. However, if a student is unable to respond in an appropriate manner the following consequences will be noted.

Consequences	Points
First Warning	Name on board
Second warning tick on board	P1
Third warning tick on board	P2- 30 minute faculty detention
Fourth warning and parking (within faculty)	P3 – 'Parked' school detention issued. Phone call home
Leadership Team/ HOY called and removed to 'R2L' where they remain	P4 - 3:00 – 5:00 and remain in isolation in 'R2L'- specific behaviour conversation to take place linked to individuals choices

If a student has been parked twice within a 2 week period the student will go on faculty report. A parking report will be issued to Central Leaders weekly for them to monitor. Poor behavior in detentions will lead to a further staged consequence- this may include a 3-5pm detention or a Saturday morning detention. If a student receives a P3 or P4 then this will be reflected in their attitude to learning score in the next PASS data window.

All incidents of inappropriate behaviour must be logged, in detail, on SIMs. Students will have their behaviour points updated in tutor time. Tutors may wish to send home behaviour logs to parents; this can be done very easily via e mail. Keeping parents closely informed is crucial if poor behaviour is to be modified.

A build up of behaviour points will result in the following: -

- 10 points - Tutor phone call home
- 20 points - Head of Year call home and monitor
- 30 points - Head of Year Meeting **Stage 1**
- 40 points - Pastoral Support Plan/ R2L support / Mentoring- 16 week monitoring programme **Stage 2**

Next steps:

- Leadership support/ mentoring
- Governors meeting- **Stage 3**
- Educational Psychologist intervention
- Reduced timetable
- Managed move or alternative provision
- Permanent Exclusion- **Stage 4**
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Faculty Detentions – all faculties to run a detention evening weekly. They are run by faculties for students who receive a P2 in any lesson and last for 30 minutes. Contact with parents is essential.

School Detentions - are held by HOY on Thursdays from 3:00 – 4:00 and are issued for any parking (P3) log on SIMS or for more serious incidents. Letters will be sent home to inform parents of these detentions. Contact by the classroom teacher is essential

following the incident, as well as completing the communication log.

3:00 – 5:00 Detentions are run by Julie Collins/ R2L staff and will take place in R2L. Individuals who receive a P4 where a member of the Leadership Team or HOY is called will automatically receive a 3-5 detention the next day. Students are placed in these detentions after discussions with parents (on the day of the P4- leadership team/ HOY called and student removed) and when agreed by VP. Any students who truant from school will make up the hours missed in these sessions.

Saturday detentions 10.30-12.30- these run twice a term and are led by Leadership Team or a key member of staff. They are issued for persistent lateness or for a student who has been placed on a Pastoral Support Plan (PSP) and has failed this 2 out of 3 weeks.

R2L – Individuals removed from a lesson P4/ Leadership Team/ HOY call are placed in R2L for the remainder of that day- individual conversation will be had about actions/ choices and consequences. A 3-5pm detention will be issued for the following day and will take place in R2L. Students work in R2L on behaviour programmes following a prolonged period of poor behaviour or one off extreme behavior, which normally would result in a fixed term exclusion. There is 1 full time member of staff at all times in R2L working with no more than 6 students and this person is supported by S2L staff and cover supervisors on a daily basis. On return to lessons these staff will track a student's behaviour and support them back into their learning.

Exclusion Procedures Stage 1:

Student is identified as being at risk of exclusion this could be the result of accruing 30 or more points on their SIMs log or for more serious incidences. The Head of Year meets with and formally advises parent that the child is to be placed on stage 1 of the behavior procedure. A letter is sent home and the decision is logged with the Principal's PA.

Stage 2:

If no improvement is seen after an agreed period of time, or if a student's behaviour deteriorates rapidly, a student can be placed onto stage 2. The Head of Year and or Vice Principal meet formally with parents and advise them that the child is to be placed onto stage 2. The child is assigned a named key worker and a Pastoral Support Plan (PSP) is written. The student may be placed to work in R2L or be externally excluded prior to discussion with parents.

Stage 3:

If a student fails to respond to a wide range of support or if a student is involved in a one off very serious incident they may be placed onto stage 3 of the behaviour procedures. Often this will follow a period of external exclusion from school. Parents and student are invited to a formal meeting, chaired by a School Governor, with the Principal, Head of School, Vice Principal and Head of Year. A formal warning is given and the School Governor informs the student and parent about the possibility of a permanent exclusion from school if the students' behaviour does not improve. Where appropriate the child's PSP will be updated and they will be asked to sign a behaviour contract.

Stage 4:

A student who reaches stage 4 of the behaviour procedure is excluded from Priory pending a governors hearing to consider making this decision permanent.

Review:

At each stage review dates are set and students can be moved down a stage of exclusion following periods of good behaviour.

The Pastoral Support Plan (PSP- 16 week plan)

A Pastoral Support Plan is a document designed to support any student whose behaviour puts them at risk of exclusion from PCSA. Parents and students are invited to discuss the behaviour which is causing concern, what the students can reasonably do to put it right and what additional support the school will put into place to help the student improve their behaviour

External Exclusion Fixed term exclusion (FTE)

This type of exclusion is free standing. It can be used by the Principal/ Head of School as a method of punishment, or to obtain time to more fully investigate an incident. It is also usually used in conjunction with the stages outlined above however; a student can be excluded at any time if it is deemed to be a suitable response to poor behaviour, attitude or rudeness. A student can be excluded for up to 45 days in a school year.

For the first 5 days of any FTE Priory must inform parents of their responsibility to ensure that their child is not present in a public place in school hours. Parents could face a fixed penalty notice if their child is found in a public place during school hours without reasonable justification. On the 6th day of exclusion Priory is responsible, with other LA partners, for educational provision for the child, be it in school, in another school or through the Vulnerable Learning Service.

Therefore, all FTE should be of a period less than 6 days. A 5 day FTE will automatically result in a governors hearing being convened and the student being placed on to stage 3 of the behaviour procedure and a PSP being written.

Permanent Exclusion (PEX)

If a student is involved in a one-off very serious incident, or if they have a cumulative record of less serious incidents that are proven to be consistently disrupting the well being and learning of other students, the Principal at Priory may decide to exclude the student permanently from school.

When the decision is taken to permanently exclude a student from school, a Governors Discipline Committee will be convened involving Governors, the Principal, Head of School, appropriate school staff, parents, the student. A representative from the LEA may also attend.

The student will be excluded from school until the Governors meeting takes place. At the hearing the Governors will be presented with documentation that has led to the exclusion, listing the reasons for the exclusion to be made permanent and what strategies have been employed to support the student and to help them to modify their behaviour. The Parents/Carers will also have the opportunity to put their case forward to the Governors who will then either ratify the Principal's decision or reinstate the student. Following the hearing, the parents have the right to appeal against the decision within an agreed timeframe if requested. If an appeal is requested an independent panel is then convened to hear the presented evidence; the panel has the ability to overturn the decision if it is deemed appropriate.

Once the decision to PEX has been ratified the child may no longer return to Priory Community School an Academy Trust and their education is the responsibility of the Local Authority.

At all times children with SEN or with disabilities must be given special considerations. Students with SEN should only be excluded in exceptional circumstances and only after the school has done its statutory duty to ensure that the necessary provision to support the child is in place. Students who have disabilities, including those with challenging behaviour related to their disability require consideration under the Disability Discrimination Act 1995 which defines excluding the child as discriminatory. This applies

to both FTE and PEX. The exclusion of a disabled pupil can only be justified if there is material and substantial reason for it and the Principal can show that there were no other reasonable steps that could have been taken to avoid the exclusion.

Race relations legislation requires schools to take steps to ensure they do not discriminate against pupils on racial grounds when making a decision whether to exclude a pupil. Priory will monitor and analyse exclusions by ethnicity to ensure that no group of pupils is treated more harshly than any other.

Looked After Children LAC can be at particular risk of exclusion. PCSA will be especially sensitive to exclusion issues where LAC are concerned. In cases where a looked after child is excluded anyone who is legally defined as a parent will have the right to make representation and to appeal against the decision.

Policy Review:

The working of this policy will be reviewed by the Governors Support and Conduct Committee

As well as examining the specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements and LEA advice.

Review Data:

At the bi - annual review the following data will be examined

- Number of rewards and sanctions recorded during the year
- Number of students placed in R2L
- Number of external exclusions issued
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Related Policies:

This policy should be read in conjunction with attendance and teaching and learning policies.

Date Policy Approved – July 2016

The name of the designated person is: Jane McBride

The Policy is to be reviewed every year and the next review is due in September 2017