



**The Priory School**

**Educating Students for Success in Life**

<b>Name of policy</b>	<b>Behaviour for Learning</b>
<b>Statutory</b>	<b>Yes</b>
<b>Date policy was updated</b>	<b>Autumn 2020</b>
<b>Date of next review</b>	<b>Autumn 2021</b>
<b>Governors committee</b>	<b>Wellbeing and Inclusion</b>
<b>Member of staff responsible for the policy</b>	<b>Lawrence Foster</b>

***Appendix E covers changes to the Behaviour for Learning policy in relation to COVID-19***



## The Priory School

### Behaviour for Learning Policy

#### 1. Rationale

- The Priory School is a learning community in which mutual respect, and excellent discipline and behaviour are nurtured in order to create a school environment conducive to maximising an individual's learning potential.
- It is the responsibility of all colleagues, parents and students of the school to maintain excellent discipline and behaviour at all times.

#### 2. Aims

- To promote the values of Responsibility, Respect and Resilience through the behaviour of our students in and out of the classroom.
- To be a school that does not tolerate persecution or bullying of others on any grounds, including age, ability, culture, faith, sexual identity or ethnicity.
- To ensure that praise, rewards and encouragement are used effectively and appropriately to promote achievement at all levels.
- To ensure that students understand the consequences of disruption to learning and the procedures that will be consistently applied by staff.
- To enable students to develop self-discipline and self-regulation.
- To encourage members of the school to demonstrate respect and courtesy to one another and to visitors to the school and our community neighbours.
- To work within the requirements of the 2010 Equality Act.

#### 3. Definition of the School Jurisdiction

- This policy applies on school premises at all times. It also applies on school visits and trips out of school, study leave, work experience and other events related to the school (**Section 90 of the Education and Inspection Act 2006 to discipline students for misbehaviour outside of the school premises**).
- This policy applies when students are travelling to and from school in uniform as they are considered to be representing the school.
- Sanctions given to students will be given by employed members of staff or persons authorised by the Headteacher.
- The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week and term where such misconduct prejudices the good order and welfare of the school and its students.
- The school can impose sanctions on students who have used the internet or any electronic device to harass another student or member of staff outside school.

#### 4. Prohibited Items

The school reserves the right to carry out necessary searches of a student, locker, bag or other repository for possessions with or without consent in line with the school Searching, Screening and Confiscation Policy. In addition:

- 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 to the property of, any person (including the student)

will be searched for and confiscated.

**Table 1: Banned Items**

Knives or weapons	Controlled drugs and paraphernalia	Tobacco and cigarette papers	Pornographic images
Alcohol	Fireworks	Stolen items	Energy and fizzy drinks
Solvents and glues including nitrous oxide	E-cigarettes	Chewing gum	Mobile phones
Aerosols and gases	Matches and lighters	Legal highs	Spinners or similar gadgets
Medication unless by prior agreement	Items of clothing and jewellery that do not follow the school uniform		

#### 5. Mobile Phones (Electronic Devices)

- Students must hand in their mobile phones before the start of the school day in line with the school Mobile Phone Statement.
- If a student is found with a phone in their possession during the school day, it will be confiscated and kept in the school safe until a parent comes to school to collect it. A C2 will be issued to the student, which will result in a one-hour after-school detention.
- All students are aware of and have signed the Acceptable Use Agreement and have been taught about on-line safety. Where a mobile phone or electronic device has been confiscated after a search, the school has the statutory authority to examine any data or files on the device where there are concerns that an offence has been committed. Parental or student consent to search through a mobile phone or electronic device is not required. Where pornographic images of children or extreme pornographic images are discovered, the school DSP will liaise with the police and relevant outside agencies.

## 6. The Police

- The Headteacher or Deputy Headteacher will decide whether the police should be involved in any given incident.
- The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon or illegal drugs.
- The school will contact the police in respect of:

A serious assault	Safeguarding the wellbeing of a student	Controlled drugs	Child pornography
Offensive weapons	Malicious damage to property	Hacking of school IT systems	Cyberbullying

- Parent(s)/carer(s) will be informed if a decision is taken to contact the police.
- The police will be called:
  - Once a prima facie has been established. School-led interviews and investigations will normally cease at this point and the police should be called. Accurate records of interviews and admissions should be kept, as a member of staff could be called as a witness.
  - Once criminal investigation is underway the school investigations and/or interviews will stop.

## 7. Roles, Responsibilities and Definitions

- The Headteacher will be responsible for the implementation and delegation of the day-to-day management of the Behaviour for Learning Policy.
- The member of SLT with responsibility for Behaviour will be responsible for the day-to-day running of the Rewards and Consequence system, and provide half-termly reports on the Rewards and Consequence system for the Senior Leadership Team and termly reports to the Governing Board.
- The school will ensure that fixed term external exclusions and permanent exclusions are recorded accurately and the information shared with the LEA through SIMS reporting.
- The member of SLT with responsibility for Behaviour will liaise with the Senior DSP regarding individual student behaviour and any potential safeguarding concerns. The Senior DSP will determine the need on a case-by-case basis for a multi-agency assessment.
- Staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed consistently.
- Form tutors will monitor students' behaviour, attendance and rewards effectively, and intervene where necessary to support student wellbeing.
- Parents and carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school in accordance with the Home School Agreement, the Code of Conduct and Post 16 Agreement (**Appendix C and D**).
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations.
- Students have the responsibility to ensure that incidents of disruption, violence and bullying are reported.

## 8. Guidance

### Staff:

- At the start of each academic year all staff will read the Behaviour for Learning Policy to ensure they are conversant with the expectations and the importance of a whole school consistent approach.
- The use of physical force to sanction and/or punish a student is illegal. The Priory School Restrictive Physical Intervention Policy explains what members of staff are able to do when physical intervention may be required.
- The school will offer professional development opportunities to staff in relation to Behaviour for Learning as part of their performance appraisal process and identified SIP objectives.
- Sanctions will be fair, appropriate and clearly explained. They will also be documented and retained in the consequence database (SIMS).
- In applying the provisions of this policy staff should take the needs and circumstances of individual students into account. This will include the student's age, special educational needs and protected characteristics as outlined in the 2010 Equality Act.
- Whilst parental consent is not required for a member of staff to set a detention, parents will be informed, as appropriate, when students receive an after school detention through the InTouch system, which can be accessed through email and mobile devices.

### Parents and Carers:

- Parent(s)/carer(s) are asked to support the Behaviour for Learning Policy of the school and the disciplinary authority of school staff.
- Parent(s)/carer(s) have joint responsibility with students for fostering responsible behaviour inside and outside school.
- The school Behaviour for Learning Policy can be found on the school website along with other relevant policies linked to the safety and wellbeing of students. At the start of each academic year, parent(s)/carer(s) will be written to by the Assistant Headteacher with responsibility for Behaviour directing them to re-read these documents.
- The Home School Agreement is signed in Year 7 or on entry to the school as an in-year admission. The agreement is located in the student planner; we ask that all parent(s)/carer(s) uphold this agreement **(Appendix C)**.
- The student planner also contains key sections of the Behaviour for Learning Policy which parent(s)/carer(s) can read as and when necessary.
- The expectations of the Behaviour for Learning Policy are actively promoted during the school year to students through assemblies, tutor learning and lessons.
- Parent(s)/carer(s) must send their child to school every day on time, equipped and ready to learn.
- The form tutors are the first point of contact for parents and they are the foundation of the pastoral system.

## 9. Rewards

- At The Priory School we believe strongly in recognising and celebrating student achievement. There are many ways that the school strives to celebrate the work that students do both in and out of school.

Verbal praise	Recognition in assembly	Positive written feedback on school work	Written communication home
Telephone communication home	Recognition in the school newsletter / social media	Roll of honour award	Hall of Fame nomination

Individual subject recognition	Attendance prizes	Nomination for the Awards celebration evening	Headteacher's Commendation
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- The main mechanism for rewarding students is the Epraise system, which applies to all students.
- Student achievement is recognised through a hierarchy of reward points, which can be seen in **Appendix B**.
- As a student accumulates reward points they are able to make a purchase from the reward shop, which can be found on the Epraise website; this can be accessed through the main school website.
- The amount of reward points a student has will be reported to parents at every progress check.
- It is the responsibility of the students to log their reward points using the online system, details of which are provided in the student planner. Students will receive their own unique log in details.
- A key part of the school reward system in the Headteacher's Commendation. A student can be nominated by staff, parents and fellow students for a Headteacher's Commendation. The Headteacher will decide if the nomination meets the required criteria.
- Students and parent(s)/carer(s) will be notified by letter when a Headteacher's Commendation has been awarded.
- There are four Headteacher Commendation badges that students can achieve based on the number of successful nominations a student gains:
  - First nomination – Red badge
  - Third nomination – Bronze badge
  - Sixth nomination – Silver badge
  - Ninth nomination – Gold badge

## 10. The Consequence System

- The principle of the consequence system is that students are given a fair set of rules and are given the chance to behave positively.
- The table of consequences, examples of behaviour that might trigger a consequence, and the sanction that applies, are listed in the student planner as well as being displayed in all classrooms (**Appendix A**).
- Consequences are recorded on SIMS which are logged directly to the individual student file.
- The number of consequences a student has will be reported to parent(s)/carer(s) at every progress check. Any consequence that involves an after school detention is notified to parent(s)/carer(s) with at least 24 hours' notice – notice will be given via InTouch.
- All whole school after school detentions are held in the main hall and are supervised by members of staff. Department detentions happen in department areas.
- The school will make alternative arrangements as a reasonable adjustment for identified students to the place and time a detention is set. These arrangements will be based on discussions with the student's parent(s)/carer(s) and not the students.
- SLT detention is held for 90 minutes on a Thursday and is supervised by a member of the Senior Leadership Team.
- Students failing to appear at SLT detentions without reasonable justification will be placed in the Exclusion Unit (EU) the following day.
- The school will keep a log of students who miss detentions and act as follows:

Students who accrue three missed detentions will have a full week of lunchtime detentions. These begin at 12.45pm and run until 1.30pm. Should lunchtime detentions be missed or disrupted, the student will then be placed in internal exclusion.

## 11. Behaviour Logs

- A system of behaviour logs operates within school in order to effectively monitor and track the behaviour of students who are causing concern.
- Students are expected to report to the designated members of staff at the specified time each school day; failure to do so will result in a sanction in line with the consequence system.
- Students will be placed on a behaviour log for two school weeks and a review will take place at the end of the time period – the student may then come off the log entirely, or repeat this monitoring strategy. The outcome of the review will be communicated with the parent(s)/carer(s).
- A maximum of three consecutive behaviour logs will run with each student. Failure with two logs will result in a parental meeting with key staff. Failure with three consecutive logs will result in a PSP being established. When a student is placed onto a behaviour log, the parent(s)/carer(s) will be informed. Parent(s)/carer(s) are expected to sign the behaviour log at the end of every week. Heads of Year and Form Tutors will assess the appropriate students for the behaviour logs each fortnight in their team meeting.
- Identified students will be given a daily report and expected to report to their assigned member of staff each morning.
- Other students who need encouragement or support may be placed onto a blue positive report card where staff are encouraged to write positive feedback about their effort, behaviour and performance in their lesson.

## 12. Pastoral Support Plans (PSPs)

- A PSP is a school-based intervention to help an individual manage their behaviour and get them back on track. It is particularly useful for those whose behaviour is deteriorating rapidly, are in need of a risk management plan, a temporary reduced timetable or are in danger of permanent exclusion.
- Where necessary, a PSP will be used for students presenting concerns as an In-year admission. The PSP will be used as a supportive mechanism to support the transition process.
- The Head of Key Stage will oversee the PSP process.
- Where a student is on the school SEN register a member of the Learning Support Department will be directly involved in the PSP process and attend all meetings with parent(s)/carer(s).
- The school will look to identify any mitigating factors to help understand why a student's behaviour has deteriorated. For example:

Poor parental engagement	Young carer	Alcohol and or drug abuse	Identity issues (gender/ sexuality)
Domestic / sexual abuse	Sibling rivalry	Re-location (school)	Self-harm
Parent separation	Bereavement	Radicalism & extremism	Eating disorders
Mental ill health	SEND	Criminality	Physical disability
Financial hardship	Loss of home	Child protection	

- A student's needs analysis will be conducted using a range of strategies and available information prior to the setting of targets. For example:

Fruits & Roots	Anxiety mapping	HBQ (Behaviour)	SDQ	RCAD (anxiety & depression)	Academic baseline data	Academic performance	CAF/TAF	Subject review feedback
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- PSPs identify precise, realistic and measurable targets for students to work towards based on the student's needs analysis.
- Quality assurance measures will be undertaken between each meeting date with the parent(s)/carer(s) to ensure that PSP targets are being implemented.

Subject review meeting with teachers	Tutor learning work	Lesson learning walk
Work scrutiny	Analysis of behaviour	Analysis of attendance & punctuality

- The time frame of the PSP will be decided in the first parental meeting e.g. 4, 6, 8, 12 or 16 weeks.
- In the first meeting both parent(s)/carer(s) and student will be introduced to the PSP with an explanation of what it is and how it will work.
- During the course of the PSP the following will always apply:
  - The student will always be encouraged to set their own targets.
  - Rewards and sanctions will be clearly identified.
  - The end date of the PSP will be agreed at the start of the process.
  - The PSP reviews will happen at regular intervals e.g. every four weeks where parent(s)/carer(s) and student will be present.
  - Parent(s)/carer(s) will be fully involved with the process and attend all meetings.
- For the duration of the PSP a range of internal and external support mechanisms will be used to support both the student and family (this list is not exhaustive).

Peer mentoring	EMAG support	121 staff mentoring	EHCP
Protective behaviour workshop (in-house)	Social skills workshop (in house)	Art / drama / music therapy	Speech and language therapist
In-school counselling	Bereavement counselling	Anger management and outreach support – NHESC	Attendance Officer (A10)
Step 2	CAMS referral	Drugs and alcohol counselling	PCSO
Social services	Child protection referral	Specialist LA intervention (SEND)	Educational Psychologist
Herts Young Homeless (HYH)	Hitchin Partnership (FSW)	Targeted Youth Service	Connexions

Alternative start/end times of the day	Break and/or lunchtime supervision	Reduced timetable	Twilight learning
Day release for work placement (KS4)	Respite off-site (ESC provision)	Respite off-site (commercial)	Life course (Fire service)
ESMA	Herts Youth Futures (mentoring for NEETS)		

- At the end of the agreed time frame, if the student has met their targets the PSP will be closed and a formal letter will be sent to the parent(s)/carer(s).
- If at the end of the agreed time frame the student has not been able to meet their targets, the student will enter into a four week probationary period where the Assistant Headteacher in charge of Behaviour will become involved. At this stage, the targets will be reviewed weekly; parent(s)/carer(s) and the student will be expected to attend.
- If at the end of the four-week probationary period the student has still not been able to meet their targets, they will be required to attend a 'Behaviour Review Panel' with their parent(s)/carer(s), the Headteacher, Assistant Headteacher for Behaviour, Head of Key Stage and a member of the Governing Board. The member of the Governing Board attending the Behaviour Review panel will not be able to sit on a Governors' Disciplinary Committee (GDC) hearing called to review that student.
- At the 'Behaviour Review Panel' a formal discussion relating to the behavioural issues will be addressed and all parties will have an opportunity to speak. Agreed actions will be documented and will be reviewed as necessary by the Head of Key Stage and the Assistant Headteacher with responsibility for Behaviour. The agreed actions will be specific and tailored to the needs of the student and parent(s)/carer(s). All parties will receive a copy of the meeting notes.
- At this stage, the school with the agreement of the parent(s)/carer(s) may determine that a managed move to another educational institution would be beneficial for the student. In conjunction with the Local Authority Integration team, the school would look to place the student under the agreed Hertfordshire County Fair Access Protocol.

### 13. Department On Call and Senior Support

- On Call is used when a student has not responded to the behaviour management techniques outlined in the consequence system.
- The member of staff will attempt to reintegrate the student back into the lesson if deemed appropriate.
- The student will be removed from the lesson by a member of staff from their department should reintegration fail.
- The student will receive a D2 (one hour after school department detention) as a result of the On Call - it is the responsibility of the teacher who called On Call to record this in SIMS. The student should be returned to the lesson/teacher at the end of the period and, if appropriate, a conversation between teacher and student should take place to help avoid a repeat of the incident the following lesson.
- On Call is intended to support both staff and students as part of the schools behaviour management procedures.

- The Head of Department or Head of Key Stage / Year or a member of the pastoral team will follow up with the student to discuss their actions resulting in the On Call.
- Should the student not respond appropriately to the On Call, they may be removed by a Middle or Senior Leader using the Senior Support system.
- Students displaying particularly challenging behaviour may be removed from lessons using Senior Support without using On Call.
- Senior Support staff are based in the Exclusion Unit (EU) and will remove students if the Department On Call has failed. The student will then work in the EU for the remainder of the lesson and will return to lessons the following period if they are deemed to be in the right frame of mind to re-engage in classroom learning. The student will receive a C2 for this.
- Half termly analysis of On Call / senior report data will be carried and reported to SLT so as to target specific support for students and staff.

#### **14. Investigating Student Incidents**

- When an incident is reported it is investigated by members of the pastoral team. Investigations can be complex, involving a number of students with varying degrees of clarity on what had happened.
- The pastoral team will review any CCTV footage as well as interview students.
- Students will be interviewed separately to avoid collusion and there will be two members of staff present in the room.
- Students will write their statements or a member of staff will do based on what the student has said.
- The student will then sign their statement and the members of staff will counter sign.

#### **15. Internal Exclusion – The Exclusion Unit (EU)**

- More severe or repetitive behaviours may result in a student being internally excluded. See **Appendix A** for details of these offences.
- Students who are internally excluded have their learning day altered so they are removed from circulation.
- In the vast majority of cases, a student who is internally excluded will be placed in the EU. The school will make alternative arrangements as a reasonable adjustment for identified students to the place and time of the internal exclusion. These arrangements will be based on discussions with the student's parent(s)/ carer(s).
- Whilst in the EU, students are provided with age/ability appropriate work by the resident member of staff. Staff are also able to bring work to the students to complete if they wish.
- Throughout the day, there are opportunities for the student to reflect on their behaviour and hopefully amend this in anticipation of their reintegration. This may come in the form of informal discussion or more formal mentoring/counselling.
- Student work completion is monitored throughout the day. If it is deemed insufficient work has been done, the student may be returned to the EU the following day.

- At the end of the period of internal exclusion, the student and parents will meet with the Head of Key Stage/ Head of Year or Assistant Headteacher to discuss their behaviour and work completion.
- The EU manager will carry out follow-up visits to key students after their reintegration to help support them ensure their behaviour remains on track.
- Those students who are deemed to be 'repeat offenders' will be placed on a PSP to ensure that the school and parents can pro-actively work on a positive change in that student's Behaviour for Learning.
- Should a student be placed in internal exclusion three times or more within a term they will be considered for an external exclusion.
- An internal exclusion may also apply where a student has accrued a significant number of detentions. In these instances, students' detentions will be cleared and replaced with the equivalent time spent in the EU.
- Students who severely disrupt the learning of those in the EU will be external excluded.

## 16. External Exclusion

- There are two types of external exclusion:
  - a. Fixed term – external; and
  - b. Permanent.

### Fixed Term External Exclusion (C4)

The school follows DfE and Hertfordshire County Council (HCC) guidelines on exclusions guidance. The final decision to externally exclude can only be made by the Headteacher. When deciding to exclude a student, the Headteacher will ensure that there has been a thorough investigation and any reasonable adjustments taken into consideration. The standard of proof currently applied in school exclusions is the balance of probabilities.

- The length of a fixed term exclusion will be decided by the Headteacher with reference to the severity of the incident and whether or not it is a first offence. The incidents or offences that could lead to a fixed term exclusion are detailed in **Appendix A**.
- Whilst an investigation is being undertaken, a student may be placed in the EU. On returning from the fixed term exclusion the student will be placed in the EU for a minimum of one day as part of supporting their transition back into the school community.
- When a student is sent home because of their actions this is formally known as a fixed term exclusion. If a student is sent home after 12:30pm the afternoon will count as part of their fixed term exclusion period and will be recorded as such.
- If a student is excluded from school the parent(s)/carer(s) are responsible for ensuring that the child is not in a public place during school hours without reasonable justification. Parent(s)/carer(s) may be given a fixed penalty notice or prosecuted if they fail to do so.
- When a student is excluded from school:
  - The Head of Key Stage or Senior Pastoral Manager will notify by telephone the parent(s)/carer(s) of the decision to exclude their child and the reasons for this. This telephone call must be done before the end of the school day.
  - The Headteacher's PA will send a letter by post and email to parent(s)/carer(s) detailing the reasons for the exclusion along with details of the reintegration meeting; time, venue and who will be attending. The email will be copied to all relevant members of the pastoral team.

- If a student who is on the SEND register has been excluded, then a member of the Learning Support Department will attend the re-integration meeting.
  - For exclusions longer than one day, students will be provided work to complete at home.
  - At the reintegration meeting strategies will be discussed to support the behaviour modification of the student.
- The school will notify the Governing Board of fixed term exclusion leading to more than five days in any one term and exclusions resulting in a public examination or national curriculum test being missed.
  - A student can only be fixed term excluded up to 45 days in any one school year.
  - Should parent(s)/carer(s) disagree with the justification for the exclusion, they can contact the Governing Board:
    - Five days or fewer in one term: The Governing Board must consider the parental representations; has no obligation to meet; cannot direct reinstatement; but may place its findings on the student's records.
    - Five days but not more than fifteen days in one term: The Governing Board must consider the parental representation; convene a Governors Disciplinary Committee (GDC) hearing within 50 school days after notification if requested; can uphold or direct reinstatement; and should place its findings on the student's records.
    - Exclusion of more than fifteen days in a term: The Governing Board must consider the parental representation; convene a Governors' Disciplinary Committee (GDC) hearing within 15 school days after notification; can uphold or direct reinstatement; and should place its findings on the student's records.

#### **Permanent exclusion (C5)**

- The decision on whether to permanently exclude a student is for the Headteacher to take. The Headteacher will contact the LEA Integration team to discuss the case.
- To allow for a detailed investigation and a period of reflection a student may in the first instance be placed in internal exclusion (EU) whilst evidence is collected.
- The decision to permanently exclude a student should be lawful, reasonable and fair, take into consideration mitigating circumstances and the 2010 Equality Act.
- A decision to exclude a student permanently will be based on:
 

A serious breach, or persistent breaches, of the school's Behaviour for Learning Policy; and where allowing the student to remain in the school would seriously harm the education or welfare of the student or other in the school.
- At The Priory School the following incidents or offences will normally lead to a permanent exclusion. This list is intended to indicate the degree of severity of offences but it not intended to be exhaustive:
  - Actual or threatened violence against a member of staff;
  - Malicious allegations against a member of the school staff;
  - Serious act of violence/assault against another student;
  - Sexual assault or abuse of a student or member of staff;
  - Holding and/or the distribution of child pornography;
  - Hacking of the school IT system leading to serious disruption to learning;
  - Possession, carrying or intent to supply an illegal drug or legal high;
  - Carrying an offensive weapon;

- Multiple fixed term exclusions for persistent disruptive behaviour.
- When a student is permanently excluded from the school:
- The Assistant Headteacher for Behaviour will telephone the parent(s)/carer(s) of the decision to permanently exclude their child and explain the reasons why.
  - The Assistant Headteacher will invite the parent(s)/carer(s) to a meeting to allow them to raise any concerns and explain the permanent exclusion process. At the meeting the Head of Key Stage and Head of Year will also be present.
  - The Assistant Headteacher will advise the parent(s)/carer(s) that in the first week of the permanent exclusion the Local Authority will arrange to assess their child's needs and how to meet them; arrange a meeting with them to discuss options; and ensure that from the sixth school day suitable full-time education is provided.
  - The Assistant Headteacher will advise the parent(s)/carer(s) that it is their responsibility to ensure their child is not present in public areas without reasonable justification during the first five days of the exclusion.
  - The Headteacher's PA will send a letter by post and email to parent(s)/carer(s) detailing the reasons for the permanent exclusion. A follow-up telephone call will be made to confirm that the letter and email have been received.
  - The Headteacher will notify the Clerk to the Governors and the LEA integration team of the permanent exclusion.
  - A Governors' Disciplinary Committee will be established within 15 working days of the permanent exclusion letter being sent out.
  - The Clerk to the Governors will co-ordinate and arrange the Governors' Disciplinary Committee (GDC) meeting in line with the recommended DfE guidance.
  - Seven days prior to the Governors Disciplinary Committee meeting the school will send out the relevant paperwork to the parent(s)/carer(s). Where practicable and safe the documents will be hand delivered to the parent(s)/carer(s). If this is not the case, the Headteacher's PA will post the documents and a telephone call and email sent to confirm that the documents have been sent. A follow-up call and email will be sent three days after the documents have been posted to confirm that they have arrived.

**Relevant Other Policies:**

<b>Searching, Screening and Confiscation Policy</b>	<b>Restrictive Physical Intervention Policy</b>	<b>The Drugs Policy</b>
<b>Mobile Phone Statement</b>	<b>Acceptable Use Agreement</b>	<b>Home School Agreement</b>
<b>Anti-Bullying Policy</b>	<b>Child Protection Policy</b>	<b>Special Education Needs Policy</b>

	Responsibility	Respect	Resilience	
	<p>Lateness to lessons without a reason            Inappropriate behaviour in, around or outside school            Failure to bring equipment/books to lessons            Incorrect school uniform (shirt/tie/skirt, blazer)</p>	<p>Disruption of teaching and learning            Casual swearing            Inappropriate use of ICT            Disrespecting the school environment</p>	<p>Inadequate work</p>	<p><b>First Verbal Warning</b></p>
C1	<p>Any repeat of C1 behaviour</p>	<p>Any repeat of C1 behaviour</p>	<p>Any repeat of C1 behaviour</p>	<p><b>Final Warning</b></p>
C2	<p>Carrying mobile phone            Senior Support (teacher to log)            Inappropriate behaviour towards another student inc Fighting            Smoking or being in the presence of smokers or possession of cigarettes/ lighters / electronic cigarettes            Failure to attend Department detention            Behaviour that occurs outside school that may affect the reputation of the school</p>	<p>Defiance/arguing with staff            Swearing in the learning environment            Chewing gum            Littering and other school environment disrespect            Make up/jewellery/ inappropriate hair            Serious disruption of teaching and learning            Verbal abuse another student            Serious inappropriate use of ICT            Racist/sexist/HBT (homophobic/bisexual/transgender) abuse</p>	<p>Tuancy /leaving school site</p>	<p><b>School Detention (1 hour)</b>   <b>Missed C2 Detention = SLT Friday Detention 1 ½ hours</b></p>
D2	<p>Persistent C1 for Failure To Bring Equipment/Books To Lessons</p>	<p>Department On Call (teacher to log) after warnings given</p>	<p>Failure to hand in homework</p>	<p><b>Department Detention (1 hour)</b>  <b>Missed D2 Detention = C2 Detention + Repeat Of D2 Detention</b></p>
SLT Detention	<p>Failure to attend a C2 detention</p>		<p>Disruption of a C2 detention</p>	<p><b>SLT Detention (1 ½ hours Thursday pm)</b></p>
C3	<p>Severe or repeated inappropriate behaviour towards another student inc fighting            Repeated smoking offense            Serious behaviour that occurs outside school that may affect the reputation of the school</p>	<p>Serious racist/sexist/HBT (homophobic/bisexual/transgender) abuse            Severe bullying inc misuse of ICT            Behaviour that occurs outside school that poses a threat to another student            Theft            Vandalism            Repeated Defiance</p>	<p>Repeated truancy            3 or more C2s in one day            Failure to Attend a HT detention</p>	<p><b>Internal Exclusion In EU + 1 hr school detention</b></p>
C4	<p>Possession of or under the influence of drugs or alcohol            One off serious offence            Other similar C4 offense at the Head teacher's discretion</p>	<p>Serious abuse or swearing at a member of staff</p>	<p>Persistent C3 behaviour</p>	<p><b>External Exclusion</b></p>
C5	<p>Serious inappropriate use of ICT equipment            Possession of a dangerous object            Supplying or intending to supply drugs</p>	<p>Serious assault on a student or a member of staff            Malicious accusations against staff directly or through social media            Actions that would seriously harm the education or welfare of students and or staff</p>	<p>Multiple fixed term exclusions            Persistent disruptive behaviour</p>	<p><b>Permanent Exclusion</b></p>

	<b>Responsibility</b>	<b>Respect</b>	<b>Resilience</b>
<p><b>R1</b> <i>Inside The Classroom</i> (Staff to assign)</p>	<p>Working at target</p> <p>Excellent piece of class work</p> <p>Excellent piece of homework</p>	<p>Being helpful to others</p>	<p>Putting in additional effort, over class expectations.</p> <p>Keeping going!</p>
<p><b>R5</b> <i>Outside The Classroom</i> (Staff to assign)</p>	<p>Student leadership</p> <p>Represent the school at events</p> <p>Represent the school in a team</p> <p>Consistently attending a club</p>	<p>Mentoring/ supporting another student</p> <p>Supporting a teacher/department</p> <p>Charity fundraising participant</p> <p>Looking after the school environment</p>	<p>Achievement in challenges e.g. maths challenge</p> <p>100% attendance for 3 weeks</p> <p>Sustained high quality classwork</p>
<p><b>R10</b> <i>Wider School</i> HoD/ HoY/HoKS/Tutor</p>	<p>Ongoing department support</p> <p>Head's effort letter in Progress Check</p>	<p>On-going mentoring/supporting another student</p> <p>Leading fundraising</p>	<p>Impressive attainment/ progress</p> <p>Achievement in challenges e.g DofE bronze</p> <p>100% attendance for ½ term</p>

<p><b>R20</b></p> <p><i>Above and Beyond</i></p> <p>HTC</p> <p>Red, Bronze, Silver, Gold</p>	<p>Significant achievement with out of school activities</p> <p>Significant contribution to a whole school event</p>	<p>Significant community/ charity work</p>	<p>Achievement in challenges</p> <p>e.g. DofE Silver/Gold</p> <p>100% attendance for a year</p>
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Appendix C: THE PRIORY SCHOOL – HOME SCHOOL AGREEMENT



THE PRIORY SCHOOL – HOME SCHOOL AGREEMENT POLICY

This version applies to all students in Years 7 to 11

It is an expectation that parents, teachers and students promote the school ethos of responsibility, respect and resilience

	Responsibility	Respect	Resilience
As a student I will do my best to:	<ul style="list-style-type: none"> <li>arrive at school and lessons on time every day;</li> <li>wear the correct uniform properly;</li> <li>be properly equipped for lessons;</li> <li>check Show My Homework regularly and complete all homework on time;</li> <li>utilise Unifrog to support me in my career pathways;</li> <li>use my mobile phone responsibly and hand it to school staff if I choose to bring it to school.</li> </ul>	<ul style="list-style-type: none"> <li>treat all members of the school community with courtesy and respect;</li> <li>behave well in and out of school, as my reputation and that of the school, depend on it;</li> <li>follow the school behaviour for learning system;</li> <li>value and care for the school and the local environment</li> </ul>	<ul style="list-style-type: none"> <li>try my best in all school opportunities, in and outside of lessons;</li> <li>utilise study facilities in school such as the library;</li> <li>engage with support and opportunities that are offered to me.</li> </ul>
As a parent(s)/carer(s) I will do my best to:	<ul style="list-style-type: none"> <li>see that my child goes to school regularly, on time, wearing the correct uniform and is properly equipped throughout the school year;</li> <li>monitor homework regularly through Show My Homework;</li> <li>when possible, attend parents' evenings and discussions about my child's progress;</li> <li>utilise the parent area of Unifrog to support my child with their career pathways.</li> </ul>	<ul style="list-style-type: none"> <li>encourage my child to have high standards of behaviour at all times;</li> <li>support the school if disciplinary measures are needed following the consequence system;</li> <li>support the school in discouraging racist, homophobic or sexist attitudes;</li> <li>show confidence and pride in the school;</li> <li>treat staff with necessary courtesy and respect at all times;</li> <li>encourage my child to hand in their mobile phone to school staff.</li> </ul>	<ul style="list-style-type: none"> <li>let the school know about any concerns or problems that might affect their child's work, wellbeing or behaviour;</li> <li>encourage your child to engage with support and opportunities offered;</li> <li>support my child at exam/ assessment time;</li> <li>encourage and support homework and other opportunities for home learning.</li> </ul>
As a school we will do our best to:	<ul style="list-style-type: none"> <li>provide challenging educational experiences, in a safe, caring and orderly environment;</li> <li>contact parents if there is a problem with attendance, punctuality, behaviour or equipment;</li> <li>ensure that appropriate guidance and information on subject pathways, careers and other curriculum matters are widely available i.e. Unifrog;</li> <li>deal with concerns and complaints promptly and effectively;</li> <li>issue reports and hold parents' evenings.</li> </ul>	<ul style="list-style-type: none"> <li>maintain high standards of professionalism;</li> <li>ensure appropriate behaviour and follow the behaviour for learning policy;</li> <li>encourage socially acceptable behaviour outside the school;</li> <li>deal firmly with all incidents of racism, sexism and homophobia.</li> </ul>	<ul style="list-style-type: none"> <li>encourage pupils to realise their full potential;</li> <li>encourage students' confidence in their abilities;</li> <li>encourage students to be independent learners;</li> <li>foster good relations.</li> </ul>

Parent(s)/Carer(s) signature: .....

Date: .....

Form: .....

Student's signature: .....

Date: .....

#### **Appendix D: Expectations of Post 16 Students**

All students will sign a contract at the start of the year which will start with what they can expect as a student and our expectations of them. It says:

##### **TPS SIXTH FORM WILL OFFER ME AS A STUDENT:**

- The highest possible quality of teaching and learning
- A wide range of course choices, provided through our Consortium
- An ethos based on learning, achievement, aspiration and student responsibility
- Access to Sixth Form Common Room, LRC resources and ICT equipment
- Access to sports and other enrichment activities facilities
- Involvement in community service activities within school, such as mentoring, to help develop leadership and interpersonal skills
- Access to careers advice
- Guidance to Post 18 opportunities
- Individual tutor mentoring sessions to support academic progress (minimum of 2/3 per year)
- Close monitoring of personal wellbeing and access to support where needed
- Cover work set when staff absent and monitored by department
- Recognition and reward for effort and progress
- Support and strategies to ensure progress is made towards target grades
- Social events to balance the academic demands of the Sixth Form

##### **I AGREE TO FULFIL THE FOLLOWING EXPECTATIONS FOR THE DURATION OF MY TIME IN THE SIXTH FORM:**

- I understand that I must meet the expectations set out in this contract in order to pass my probationary period
- I will ensure a high level of attendance and punctuality. Where there may be problems with this I will inform my tutor and appropriate members of staff in advance
- I will abide by the Sixth Form dress code
- I realise that this Sixth Form has a positive work ethic and that I must arrive at each lesson fully prepared with the correct equipment and with all work up to date
- I will complete work to a high standard and to specified deadlines. Where there are likely to be problems, I will see my tutor and the relevant members of staff in advance
- All work submitted will be my own work or clearly referenced and cited
- I understand that I may leave the site once a day, at lunchtime. I must always sign out when I leave and in on my return
- I will abide by the Sixth Form rules on behaviour, serving as a role model for students in the main school
- I understand that study periods are to be used to focus in on the demands of the courses that I have chosen to study. Therefore, in these periods I am to be actively studying in the Common Room and will observe a positive work ethos in the Common Room during lesson times
- I will respect the fabric of the Common Room. I will do my part to ensure that all areas remain litter free
- I understand that I may listen to music with headphones at school but only in the Common Room
- I understand that I may use a mobile telephone at school but only at break and lunchtime and not in main school. They should never be used in lessons
- I will abide by the guidelines given in the Student Handbook. If I do not fulfil the expectations indicated, I may expect one or more of the following sanctions to be applied: withdrawal of study leave; placed 'on report'; a verbal warning; a written warning; a letter to my parents or guardian; exclusion from the Sixth Form for a specified period; permanent exclusion from the Sixth Form

Signature: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Amendments to the school Behaviour for Learning policy in light of the COVID 19 pandemic

### Sanitation, Personal Hygiene and Social Distancing

It is the responsibility of each student to follow the school's protocols of hand sanitising throughout the school day and to wipe down their working areas at the end of lesson. Students should dispose of their own cleaning wipes. Whilst there is not the same social distancing guideline in schools that there is in wider society, students are expected to keep a safe distance from other people where possible. Students who fail to comply with our protocols will be subject to the sanctions laid out below

### Changes to detentions – see point 10 of this policy

- The school will not use Department detentions (D2) during this time. This is to help avoid cross bubble contact between students. D2 detentions will instead be assigned as whole school, C2 detentions.
- C2 detentions will be on rotation such that different year groups sit their detentions on different afternoons. Lunchtime detentions will also operate in a similar way.

### Change to the EU (exclusion unit) – see point 15 of this policy

- Student access and use of the EU will be limited in order to prevent cross bubble contact.
- Where the EU is not available as a location to place a student on Senior Support we will attempt to use the pastoral base or the staff member's base classroom, so long as this still satisfies the school's risk assessment for these areas.
- Where a student refuses to accompany a member of staff to the chosen location following poor behaviour, after a warning, the student will be considered for an external exclusion (C4).
- Parents will be contacted to pick the student up and this will form part of the official time recorded as an external exclusion.

### The Consequence System

Consequence points for poor behaviour will still be used by staff as per Appendix A of The Behaviour for Learning policy. However, the following behaviours will be added to the consequence list, accompanied by the sanction listed below. Reasonable adjustments in the application of these additional sanctions will be made where appropriate and in light of medical and additional student requirements.

- C1 – deliberately entering another year group bubble zone, either inside or outside the school building.

- C1 – not wearing a face covering / mask in designated areas of the school (unless exempt from wearing a mask)
- C2 – repeatedly entering another year group bubble zone, either inside or outside the school building.
- C2- repeatedly not wearing a face covering / mask in designated areas of the school (unless exempt from wearing a mask)
- C1 – refusal to maintain good standards of hand hygiene and social distancing.
- C2 – repeatedly refusing to maintain good standards of hand hygiene and social distancing.
- C3 – failure to accompany a staff member to a chosen safe space following a senior support call or similar incident
- C3 – malicious threats of contact or similar toward another student or staff member that potentially heightens the risk of spreading Covid-19.
- C4 – repeated or persistent failure to cooperate with staff asking students to move from or to a particular area of school.
- C4 – deliberate malicious contact with another student or staff member that potentially heightens the risk of spreading Covid-19. e.g. deliberately coughing, sneezing, spitting or touching another person.
- C5 – A permanent exclusion may be considered if there is clear evidence to suggest that a student has deliberately attempted to cause a ‘serious assault on a student or a member of staff’ by a deliberate action to infect another.