



The Priory School, Hitchin
Educating Students for Success in Life

Name of policy	Behaviour for Learning
Statutory	Yes
Date policy was updated	Summer 2025
Date of next review	Autumn 2026
Governors committee	Wellbeing and Inclusion
Member of staff responsible for the policy	Lawrence Foster

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 / cigarettes / Vaping equipment	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 an after-school detention.
- All students are aware of and have signed the Acceptable Use Agreement and have been taught about online 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. Decisions to contact the police will be taken on a case-by-case basis. Other factors may include whether the police are already aware of an incident (for example if a parent has already informed them), whether there is an immediate safeguarding threat and/or whether the school has sufficient information to make the call worthwhile.
- 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 Deputy Headteacher 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 suspensions and permanent exclusions are recorded accurately and are promptly shared with the LEA through SIMS reporting.
- The Deputy Headteacher 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 through the school pastoral programme – tutor times, notice boards and daily bulletins will all carry this information.
- 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 along with Searching, Screening and Confiscation policy and the Restrictive Physical Intervention 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 through a range of strategies; performance appraisal process and identified SIP objectives, ECT and new staff induction, targeted updates on student case studies and training for non-teaching staff. These professional development opportunities will complement whole-school training with particular focus on students who face additional barriers to learning.
- 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 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.
- Parents of in-year admissions will have meetings with relevant Pastoral team members who will explain school expectations regarding Behaviour as part of the transition process.
- 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 is 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

- 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 is 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 five 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
- Twelfth nomination – Platinum badge

Analysis of the data

- Half-termly analysis of rewards data will be carried out and reported to SLT so as to target specific support for students and staff. Key findings and actions will be reported to the Governing Board termly, including an analysis of the students excluded from school.

10. The Consequence System

- A set of student expectations regarding behaviour for learning in lessons is made clear to all students and staff through assemblies and form time activities. These expectations are also displayed in all classrooms.
- The principle of the consequence system is that students are given a fair set of rules and are given the chance to behave positively.
- Staff will aim to deploy fair and consistent use of the behaviour chart shown in Appendix A and apply reasonable adjustments where judged appropriate. In most circumstances, a verbal warning will be given for lower-level behaviour incidents before a C1 is issued. However, staff maintain the right to use their professional judgement and award a direct C1 without a warning should the situation merit this.
- The table of consequences, examples of behaviour that might trigger a consequence, and the sanction that applies are all listed in the displays in all classrooms, in the essential forms pack that goes to new parents and on **page 17 of this policy**. Staff may use their professional judgement when sanctioning an act that does not appear on this table.
- 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 or alternative sanctions if required. These arrangements will be based on discussions with the student's parent(s)/carer(s) and not the students.
- Where there is a clear safeguarding concern regarding a student attending a detention, alternative sanctions will be used.
- Students who miss their C2 detention without good reason will then be assigned an SLT detention.
- SLT detentions are held for 90 minutes on a Thursday and 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.
- Students who misuse their Chromebook or ICT associated with it, including emailing home to parents during the school day, may be sanctioned.

Analysis of the data

- Half-termly analysis of consequence data will be carried out and reported to SLT so as to target specific support for students and staff. Key findings and actions will be reported to the Governing Board termly.

11. Behaviour Logs and Report Cards

- A system of report cards 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 or 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).
- Where a student has a social worker or they are a looked-after child, relevant professionals will also be asked to attend the PSP meeting.
- 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	Relocation (school)	Self-harm
Parent separation	Bereavement	Radicalism & extremism	Eating disorders
Mental 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)	SD Q	RCAD (anxiety & depression)	Academic baseline data	Academic performance	CAF/TA F	Subject review feedback
----------------	-----------------	-----------------	------	-----------------------------	------------------------	----------------------	----------	-------------------------

- PSPs identify precise, realistic and measureable 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 timeframe 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. The support offered will be student & circumstance specific

Tier 1 (Universal)	Tier 2 (Universal plus)	Tier 3 (Targeted)	Tier 4 (Targeted plus)
Report cards	In – school counselling	ESC outreach	ESC in reach (respite)
Alternative start/end times of the day	Child protection referral	Counselling – drugs & alcohol / bereavement	Commercial alternative provision respite
Break and/or lunchtime supervision	Educational Psychologist	Art / drama / music therapy	Targeted Youth Service
Reduced time –table	Hitchin Partnership (FSW)	CAMHS referral / Step 2	Gangs & schools team
121 staff mentoring	Risk assessment	Services for Young people (SfYP)	ESMA
Peer – mentoring	Risk reduction plan	Special adolescent services (SASH)	Families first assessment
Social skills workshop (in-house)	ESC alternative provision half day programme	Respite - day release	Emergency EHCP review
Protective behaviour workshop (in-house)	Life course (Fire service)	Speech and language therapist and Autism team (SLCN)	PALMS

EHC assessment and /or review	ASK SALI / SENDIASS	Special school outreach	
-------------------------------	---------------------	-------------------------	--

- At the end of the agreed timeframe, if the student has met their targets the PSP will be closed.
- If at the end of the agreed timeframe the student has not been able to meet their targets, the student may enter into a four-week probationary period where the Deputy 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 may be required to attend a 'Behaviour Review Panel' with their parent(s)/carer(s) and advocates if requested, the Headteacher, the Deputy Headteacher with responsibility for Behaviour, Head of Key Stage and a member of the Governing Board. A member of the Learning Support department will also attend if the students has identified additional needs.
- Where a student has a social worker or they are a looked-after child, relevant professionals will also be asked to attend the Behaviour Review Panel.
- 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 Deputy 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, which the parents will be notified of through an email.

Analysis of the data

- Half-termly analysis of On Call / Senior Support data will be carried out and reported to SLT so as to target specific support for students and staff. Key findings and actions will be reported to the Governing Board termly.

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.
- The school does not need the permission of the students' parents to interview them.
- Students will be interviewed separately to avoid collusion and there will normally 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 countersign.
- Not all behaviour incidents will be investigated, including the taking of statements, and whether an investigation is carried out or not is down to the professional judgement of the member of staff dealing with it.
- Where a student has the need for support during an investigation, we will aim to provide this. This may include scribing statements for students or providing emotional support whilst matters are investigated. SEND staff may be used to support this.

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 or if required an alternative sanction. 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 exclusion manager will contact the parents to discuss the internal exclusion and consider the best way forward. This will follow a discussion with the student who will have a chance to share their views.
- The EU manager may 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' may 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 suspension
- 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.
- If a student has a social worker, including if they have a Child in Need Plan, a Child Protection Plan or are looked-after their social worker will be notified.
- If a student is looked-after then their PEP will be reviewed and amended and the Virtual School notified.

Analysis of the data

- Half-termly analysis of internal exclusions will be carried out and reported to SLT so as to target specific support for students and staff. Key findings and actions will be reported to the Governing Board termly.

16. External suspension and exclusion

Suspension (C4)

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

- The length of a suspension 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 suspension are detailed in **Appendix A**.
- Whilst an investigation is being undertaken, a student may be placed in the EU. On returning from a suspension the student may be placed in the EU for a minimum of one day as part of supporting their transition back into the school community.
- The student's views will be taken into account through the use of statement forms. Students can retract or add to statements should they wish to but all statements will be kept.
- When a student is sent home because of their actions this is formally known as a suspension. If a student is sent home after 12.30pm the afternoon will count as part of their suspension period and will be recorded as such.
- If a student is suspended 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 suspended from school:
 - The Head of Key Stage or Senior Pastoral Manager will notify by telephone the parent(s)/carer(s) of the decision to suspend their child and the reasons for this. This telephone call must be done before the end of the school day.
 - If the student has a social worker; the Head of Key Stage or Senior Pastoral Manager will notify the social worker a social worker regarding the suspension.
 - If a student is looked-after then the Assistant Headteacher with responsibility for Looked-after Children will contact the Virtual School.
 - The Senior Pastoral Manager will send a letter by post and email to parent(s)/carer(s) detailing the reasons for the suspension 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.

- The Senior Pastoral Manager will notify the LA of suspensions through SIMS.
- Students will be provided work to complete at home for the duration that they are suspended.

Re-integration meeting

- If a student who is on the SEND register has been suspended then a member of the Learning Support department will attend the re-integration meeting.
- If a student has a social worker or is a child looked-after the relevant outside agencies will be invited to the re-integration meeting.
- At the reintegration meeting strategies will be discussed to support the behaviour modification of the student. The student will be encouraged to take part in these meetings and share their voice and feelings about their school life.

Governing Board requests to review suspensions

- A student can only be suspended up to 45 days in any one school year.
 - The school will notify the Governing Board of suspension leading to more than five days in any one term and suspensions resulting in a public examination or national curriculum test being missed. The Governing Board have a duty to consider the interests and circumstances of the excluded student when they are involved.
- Should parent(s)/carer(s) disagree with the justification for the suspension, they can contact the Governing Board:
 - Five days or fewer in one term: the Governing Board must consider the parental representations, but it cannot direct reinstatement and is not required to arrange a meeting with parents.
 - Five days but less than 16 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. In the absence of any representation from parents, the Governing Board is not required to meet and cannot direct the reinstatement of students.
 - Suspension of more than 15 days in a term – including the risk on missing a public examination: 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.
- 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, and take into consideration mitigating circumstances and the 2010 Equality Act.
- When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.
- 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 on the conclusion of a detailed investigation which takes into consideration mitigating and aggravating factors. 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 suspensions for persistent disruptive behaviour
- When a student is permanently excluded from the school:
 - The Deputy Headteacher for Behaviour will telephone the parent(s)/carer(s) of the decision to permanently exclude their child and explain the reasons why.
 - The Deputy Headteacher will invite the parent(s)/carer(s) to a meeting to allow them to raise any concerns and explain the permanent exclusion process.
 - If the student has a social worker, the Deputy Headteacher will notify the social worker regarding the permanent exclusion.
 - If a student is looked-after then the Assistant Headteacher with responsibility for looked-after children will contact the Virtual School.
 - The Deputy 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 Deputy 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 permanent 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 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.
 - The Governors Disciplinary Committee, Local Authority and if relevant external agency representative (social workers, Virtual School etc.) will all receive the relevant paperwork seven days in advance of the GDC meeting.
 - The school will be represented at the GDC by the Headteacher, Deputy Headteacher with responsibility for Behaviour and Attendance and the SENDCo if the students has an EHCP.
 - Should a parent wish to appeal a decision to permanently exclude their child, they should contact the Local Authority for details of how to do this.

Withdrawing a Suspension

- In the event that a suspension is withdrawn, the school will immediately make parents and relevant others (e.g. social workers) aware straight away.
- Parent(s)/carer(s) will be offered the opportunity to meet with the Deputy Headteacher to discuss the circumstances that led to the exclusion being cancelled.
- The school will report to the Governing Board once per term on the number of suspensions that have been cancelled. This will include the circumstances and reasons for the cancellation, thus enabling the Governing Board to have appropriate oversight; and
- The student will be allowed back into school.

Cancelling a permanent exclusion

- The Headteacher in the light of new evidence may cancel the permanent exclusion prior to the Governors Disciplinary Committee meeting.
- All relevant parties would be informed of the decision within 24 hours of the decision being made.

Analysis of the data

- Half-termly analysis of suspensions and permanent exclusions will be carried out and reported to SLT so as to target specific support for students and staff. Key findings and actions will be reported to the Governing Board termly.

17. Allegations of harmful sexual behaviour

- Where allegations of harmful sexual behaviour are made, the school's DSP and Headteacher will be informed. All information will be logged via CPOMS.
- Students will be invited to give their statements to relevant members of the CP team.
- Relevant agencies (social workers, police etc.) will be made aware of pertinent information.
- If appropriate, the school will deploy the use of a RAMP (Risk Assessment Management Plan) to help safeguard the student(s) involved. Details of the use of RAMPs can be found in the Child Protection policy.

18. Making adjustments for students with additional needs

- Where a student has an identified additional need or an EHCP, the school will make reasonable adjustments within the behaviour management system. The adjustments that need to be made will be agreed as soon as possible after a child joins the school and may take into account information from previous settings, staff and parents. This may be reviewed at an EHCP annual review.
- Students in this bracket are not exempt from the school consequence system and they and their parents should expect that a similar set of rules is applied. Students may have individual behaviour plans drawn up to support our management of their behaviours in school.
- Where the school (and in partnership with parents) have agreed a set of protocols regarding the child, these will be communicated to all staff to help support the behaviour of the child.
- Staff will make reasonable adjustments in their classrooms and around the school site to accommodate the child's needs.
- These adjustments may include, but will not be limited to: time out, 1:1 supervision with learning mentors, small group teaching, subject removal, safe space opportunities, link staff, forward planning with the child before entering class, modified seating plans etc.
- Staff will use the therapeutic thinking approach in their practice to support these and all children. All staff are trained in effective practice in the classroom for students with additional needs but strategies they deploy may not be successful in moderating child behaviour. All staff will be informed as to the agreed approaches for each child.
- Where students with additional needs demonstrate behaviour that is repeatedly difficult or dangerous to themselves or others, despite the intervention of staff and agreed approaches, the student will then

be subject to the consequence policy as per other children. A personalised approach for each child with additional needs will be used where possible.

- When a student with additional needs is removed from a classroom, there will be an identified space where the child will be taken. The professional judgement of the staff will determine whether the child returns to class or not.
- Where there are patterns of challenging behaviour emerging, the school will communicate these to parents to inform them and design an agreed approach of how to move forward successfully. This may come in the form of a behaviour plan which will be designed by school and in collaboration with parents and student.
- The school will carry out a reflection session with the student before they attend the next lesson, in an attempt to allow the child to understand the impact of their behaviours and how we can work together to restore a positive attitude to the next lesson.
- Some children may need extra behavioural support during unstructured times of day. There will be safe spaces for the child to be in during unstructured times of the day (break, lunch etc). Students may also meet less familiar adults who are supervising behaviour at these times. We will try to mitigate for this by communicating relevant information to staff and also to give the child strategies to cope with such situations.
- Should it be deemed necessary, a PSP and/or risk reduction plan will be in place for students who demonstrate challenging or dangerous behaviour. This may include the use of reasonable restraint (see linked Restraint policy) by trained members of staff.
- Students with additional needs will be subject to detentions and suspensions/exclusions where reasonable adjustments have already been made. The school may identify alternative procedures for these events and ensure this is communicated to parents and the child.

Relevant other policies:

Searching, Screening and Confiscation policy	Restrictive Physical Intervention policy	The Drugs policy
Mobile Phone Statement	Acceptable Use Agreement	Home School Agreement
Anti-Bullying policy	Child Protection policy RAMP protocols	Special Education Needs policy



	Responsibility	Respect	Resilience	
	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)	Disruption of teaching and learning Casual swearing Inappropriate use of ICT Disrespecting the school environment/Chromebook Unkind behaviour towards others	Inadequate work	First Verbal Warning OR Final Warning
C1	C1 behaviour	C1 behaviour	C1 behaviour	
C2	Carrying mobile phone Senior Support (teacher to log) Inappropriate/unkind behaviour towards another student including fighting Smoking / vaping or being in the presence of smokers or vapers Possession of cigarettes/ lighters / electronic cigarettes Failure to attend Department detention Behaviour that occurs outside school that may affect the reputation of the school	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 of another student Serious inappropriate use of ICT/Chromebooks/social media	Truancy /leaving school site	School Detention (1 hour) Missed C2 Detention = SLT Friday Detention 1 ½ hours
D2	Persistent C1 for Failure to Bring Equipment/Books to Lessons	Department On Call (teacher to log) after warnings given	Failure to hand in homework	Department Detention (1 hour) Missed D2 Detention = C2 Detention + Repeat of D2 Detention
SLT Detention	Failure to attend a C2 detention		Disruption of a C2 detention	SLT Detention (1 ½ hours Thursday pm)

C3	<p>Severe or repeated inappropriate/unkind behaviour towards another student including fighting</p> <p>Repeated smoking / vaping offense</p> <p>Behaviour that occurs outside school that may affect the reputation of the school</p>	<p>Racist/sexist/HBT (homophobic/bisexual/transgender) abuse</p> <p>Serious bullying including misuse of ICT/Chromebooks/ social media</p> <p>Behaviour that occurs outside school that poses a threat to another student</p> <p>Theft</p> <p>Vandalism</p> <p>Repeated defiance</p>	<p>Repeated truancy</p> <p>Three or more C2s in one day</p> <p>Failure to Attend a Headteacher detention</p>	<p>Internal Exclusion in EU + 1 hour school detention</p>
C4	<p>Possession of or under the influence of drugs or alcohol</p> <p>One-off serious offence</p> <p>Other similar C4 offence at the Headteacher's discretion</p>	<p>Serious abuse or swearing at a member of staff</p> <p>Severe bullying including misuse of ICT/Chromebooks/ social media</p>	<p>Persistent C3 behaviour</p>	<p>External Suspension</p>
C5	<p>Serious inappropriate use of ICT equipment</p> <p>Possession of a dangerous object</p> <p>In possession of illegal drugs or supplying or intending to supply illegal drugs</p>	<p>Serious assault on a student or a member of staff.</p> <p>Malicious accusations against staff directly or through social media.</p> <p>Actions that would seriously harm the education or welfare of students and/or staff.</p> <p>Repeated failure to adhere to the school's behaviour policy in spite of interventions and support.</p>	<p>Multiple fixed-term: suspensions</p> <p>Persistent disruptive behaviour</p>	<p>Permanent Exclusion</p>



Responsibility

Respect

Resilience

R1

*Inside the
Classroom*
(Staff to assign)

Working at target

Excellent piece of classwork

Excellent piece of homework

Being helpful to others

Putting in additional effort, over class expectations.

Keeping going!

R5

*Outside the
Classroom*
(Staff to assign)

Student leadership

Represent the school at events

Represent the school in a team

Consistently attending a club

Mentoring/ supporting another student

Supporting a teacher/department

Charity fundraising participant

Looking after the school environment

Achievement in challenges, e.g. maths challenge

100% attendance for 3 weeks

Sustained high-quality classwork

R10

Wider School
HoD/
HoY/HoKS/Tutor

Ongoing department support

Head's effort letter in Progress Check

Ongoing mentoring/supporting another student

Leading fundraising

Impressive attainment / progress

Achievement in challenges, e.g DofE bronze

100% attendance for ½ term

R20

*Above and
Beyond*
HTC
Red, Bronze,
Silver, Gold,
Platinum

Significant achievement with out-of-school activities

Significant contribution to a whole-school event

Significant community/ charity work

Achievement in challenges, e.g. DofE Silver/Gold

100% attendance for a year

Appendix C: THE PRIORY SCHOOL – HOME SCHOOL AGREEMENT



THE PRIORY SCHOOL – HOME SCHOOL AGREEMENT POLICY

This version applies to all students.

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

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 Study Centre, 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
- 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 (first four weeks of term)
- I will ensure a high level of attendance and punctuality. I will follow the correct procedures for reporting and requesting absences. I understand that if I am late twice in a week I will receive a 1 hour after school detention
- I will abide by the Sixth Form dress code, including wearing my lanyard and ID card at all times. I understand that if I have two infringements of this policy in a week I will receive a 1 hour after school detention.
- 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 at breaktime and 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 Study Centre and will observe a positive work ethos during lesson times
- I will respect the fabric of the Study Centre. 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 Study Centre

- 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 without permission from a member of staff
- 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 measures to be applied: supervised study; withdrawal of study leave; detention; 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: _____