


THE PRIORY PRIMARY ACADEMY TRUST	DATE AGREED	January 2023
POLICY AND PROCEDURE STATEMENT	REVISION DATE	January 2024
 <b>The Priory Primary School</b>		
<b>Behaviour Policy / Statement of Behaviour Principles</b>		
HEAD TEACHER	MATT WALSH	
CHAIR OF GOVERNORS	PRUBIE SAHOTA	

## Edits and Changes

January 2023	Reviewed using the Behaviour Policy checklist from The Key
	Renamed as Behaviour Policy and Statement of behaviour principles
	Added sections: mobile phones; child on child abuse
	Removed reference to Key Stage Leader

Approved by: M. Walsh

Date: Jan 2023

Next review due by: Jan  
2024

## Rationale

## Contents

CONTENTS	
1. Aims	2
2. Legislation, statutory requirements and statutory guidance	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	4
6. Behaviour Principles	6
7. School Code of Conduct	7
8. Behaviour Management (Responding to behaviour)	7
9. Disciplinary Procedure (Serious sanctions)	8
10. The behaviour curriculum (Responding to misbehaviour from pupils with SEND)	10
11. Reward System	10
12. Application of policy in different settings	10
13. Children with Behavioural Needs/SEND	11
14. Pupil transition to/from The Priory	11
15. Training	12
16. Monitoring arrangements	12
17. Links with other policies	12
Appendix 1: Language of choice	13
Appendix 2: Expected student behaviours	14
Appendix 3: Negative behaviour procedures flowchart	15
Appendix 4: Incident Transcript	16
Appendix 5: Behaviour contract	18
Appendix 6: Reflection review	20
Appendix 7: Letter of apology template	21
Appendix 8: Staff training log	24

The law requires schools to have a behaviour policy and Ofsted reports that schools are most effective where the behaviour policy is applied consistently.

Our school is a community of governors, teachers, learning support assistants, midday assistants and site manager, parents and pupils. We believe a community functions best if there is a mutual respect between all members and an agreed code of conduct which provides the background against which all activities take place. Therefore, we aim to provide a happy, safe environment in which all our pupils will thrive and make good progress academically, creatively, physically, socially and morally.

The aims and principles acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). It reflects the principles as set out in the most recent guidance from the Department of Education, published in January 2016.

For the purpose of this policy the singular noun – ‘child’, ‘student’ and ‘pupil’ will be used interchangeably.

### 1. Aims

The aim of this policy is to create a safe environment conducive to enabling achievement for all pupils by:

- Enabling everyone to know what is expected of them, by determining the boundaries of acceptable and unacceptable behaviour.
- Communicating clearly the procedures which will come into force if behaviour choices are deemed unacceptable and the hierarchy of rewards and consequences utilised at the school.
- Promoting safety, raising self-esteem and generating respect for others and the environment. In essence, cultivating effective behaviours for productive citizens of the future.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

The Priory Primary School has a positive approach to behaviour (see below) – however we recognise that children can misbehave.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Physical assault
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
  - weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Inappropriate images / materials
  - Any article a staff member 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 pupil)

## 4. Bullying & Child on Child abuse

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## Child on Child abuse

Any child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this behaviour policy, but any allegations that raise safeguarding concerns will be dealt with under our child protection and safeguarding policy. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

## 5. Roles and Responsibilities:

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### 5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

### *Expected Student Behaviour*

- Students are expected to behave appropriately in a learning community and to adhere to the policies and procedures established.
- Students should come to school ready to learn.
- They should be respectful, responsible, and be prepared to work hard.

The expected student behaviours are articulated in Appendix 2 forming part of this policy and will be formally taught and encouraged at school and established in each classroom at the start of every academic year.

## 6. Behaviour Principles

6.1 The school will:

- Have a whole school approach to pupil discipline to ensure consistency.

- Involve pupils in the school's behaviour policy and code of conduct.
- Have high expectations of behaviour from all pupils.
- Set a good example to pupils in the way adults treat them and other adults.
- Provide a positive approach to behaviour management, where negative choices to behaviour are regarded as learning opportunities and a chance to reflect on the choices made.
- Provide an environment conducive to on-task behaviour.
- Empower staff to determine and request appropriate behaviour from everyone.
- Respond fairly and appropriately to negative behaviour choices.
- Involve parents in the process by communicating policy and expectations and ensure their support through a home school agreement
- Create a positive partnership with parents to encourage their support when dealing with unacceptable behaviour choices.
- Attempt to identify and address any underlying causes of poor behaviour through communication, regulation and reasoning.
- Avoid humiliating pupils and deal discreetly with negative behaviour management.
- Focus any criticism on the behaviour not the child.
- Ensure that pupils are given opportunities to put things right and have a fresh start after each period of reflection.

## 6.2 Positive Approach To Behaviour Management

At the Priory Primary School, we recognise that our students will learn and behave productively when in a safe and positive learning environment; as such our approach to behaviour management is one of positive discipline, the principles of which are noted below:

- The school is invested in all of its staff applying strategies and techniques that result in children's behaviour being regulated through communication, tolerance and positivity.
- The school recognises that students enjoy receiving positive recognition and respond better when they are praised and encouraged for positive behaviours and actions.
- The school offers an engaging system of rewards for making positive choices to learning and behaviour whilst at school. (See below).
- The school incorporates the *language of choice* (See Attachment 1), which recognises all behaviour (both positive and negative) as a choice of each individual student and that positive behaviour choices are rewarded with positive consequences and that negative consequences are the result of negative choices.
- The school determines that negative behaviour is a reflective opportunity for a child to learn positive behaviour choices and as such the outcomes of negative behaviour choices are regarded as 'consequences' rather than 'punishments'.
- The school will utilise any 'time-out' consequence as an opportunity to reflect on and discuss the choices that have been made. As such the time-out is not regarded as a 'detention' or an isolation period.
- The school determines that consequences to negative behaviour choices are applied fairly and judged according to severity / frequency of the negative choices made by each student.
- The school teaches and exemplifies positive behaviour management, both by setting a positive example and through explicit teaching (through the taught curriculum and by integrating systems such as Meditation, Mindfulness and Growth Mindset).

## 6.3 Mobile Phones

Pupils are not allowed to bring mobile phones into school unless there is a specific agreement in place between the school, parents and child (for example for medical reasons, or safety reasons). If such an agreement has been made, the phone must be kept in the child's school bag for the duration of the school day.

## 7. School Code of Conduct

The school has high expectations of good behaviour. The essential elements of the school's Code of Conduct are as follows:

- Be polite and kind to each other and all adults in school.
- Respect school and other people's property and keep the school and equipment tidy.
- Move around the school building and grounds quietly and safely.
- Respond quickly and appropriately to requests and instructions.
- Complete all work to the best of your ability.

Our aim is to be deliberately positive to promote good self-discipline among our pupils and to deter misbehaviour. Unacceptable behaviours will not be tolerated:

All incidents of unacceptable behaviour will be considered on an individual basis and a response will be made that is fair and proportionate to the misdemeanour. In determining whether a consequence is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. In the case of a malicious allegation against a member of staff, a thorough investigation will be required. This investigation will involve the child's parents/carers and the school Governors.

## 8. Behaviour Management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**



- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Disciplinary Procedure

The following disciplinary procedure is hierarchal and applied according to the severity and frequency of the behaviour incident / choices. The timescale over which these procedures are enforced and the level of intervention may also vary according to the severity of the incident. There can be many different reasons for a pupil's misbehaviour. Any disciplinary procedures or actions should be designed to help the child concerned improve their behaviour. A flow diagram reinforces the following procedures (refer to Appendix 3):

1. Teacher/adult to highlight inappropriate behaviour to the student, applying the language of choice.
2. Teacher/adult to give a verbal warning, reinforcing the language of choice – a suitable lower level consequence is applied – such as the child's name being moved down a behaviour ladder / chart.
3. Child given time to reflect and to consider/ cool down (this maybe in the classroom away from their usual seat, in an adjacent classroom in view of another teacher, or in a member of the senior leadership team's office – depending on the circumstances and availability of colleagues).
4. The child's parents are involved, informing them of the precise nature of the unacceptable behaviour (severity and frequency). At this stage the class teacher is responsible for informing the parents. Wherever possible the process of informing the parents will happen on the same day of the incident via (in order of preference) face to face conversation, telephone call or email. Parents are expected to address the negative choices with the child and act as a partner in ensuring the child reflects on their negative choices and resulting consequences. Follow up contact with the parents (which could include a written note in the child's reading diary) should document the child's behaviour choices since the incident / time of reflection. Wherever possible, evidence will be collected to support and clarify an incident of negative behaviour. This will include talking to other pupils / members of staff to ensure a clear understanding of the situation is gained and recorded. Appendix 4 can be used to record evidence and the transcript of witnesses to an incident of negative behaviour. A record of this incident should be recorded on CPOMS.

5. The child's class teacher will follow the procedure denoted in stage 4. The Class Teacher will also determine whether the situation / frequency of the behaviour choice requires the child to be set up on a behaviour contract (see point 6), and this decision may be made in conjunction with SLT.
6. The behaviour contract is established in conjunction with the parents, the child and the teacher. The behaviour contract (see format in Appendix 5) highlights clear and manageable behaviour aims / choices for the child to strive to achieve over a recorded period of time (1 week – 2 weeks depending on the circumstances). The contract also acts as a written record and process of communication between the parents and the class teacher who will document the outcomes of the child's daily behaviour choices and their progress towards the established behaviour aims. A final meeting between the class teacher and the parents will be held at the end of the contract to determine the effectiveness of the child adhering to the aims of the contract.
7. The unacceptable behaviour is reported to a member of the senior leadership team who will follow the procedure denoted in stage 4. The senior leader will also determine whether the situation / frequency of the behaviour choice requires an extension to the behaviour contract (see point 6).
8. In more serious or extreme situations an internal exclusion may be required for a fixed period of time (usually ½ – 2 school days and is regarded as a short-term process). The exclusion will involve the child carrying out a more intense period of reflection, which will integrate a range of behaviour management strategies / behaviour coaching. The period of time for internal exclusions will be communicated to parents (wherever possible in advance) and will be used in conjunction with a behaviour contract (see point 6). Internal exclusions will be located in a safe, supportive environment, where an adult will be present at all times. Internal exclusion will only be sanctioned by a member of the senior leadership team in communication with the child's parents. Following an internal exclusion a series of follow up meetings between the parents, the class teacher and a member of the senior leadership team will be established to discuss any changes to the child's behaviour choices. In addition, in more extreme circumstances, staff can take a child whose behaviour is causing a concern to the safety of others to a separate room (like the Satellite Room in KS1 or the Rocket Room in KS2) to allow the child to calm down and reset their behaviour so they have a better chance of reintegrating back in the classroom. In this situation, it may be necessary to use manual intervention but only in the instances outlined in section 8.2 above.
9. In extreme situations, in negotiation, the Headteacher will be responsible for taking the matter further by involving external agencies within Hampshire, such as the educational psychology service or the Primary Behaviour Support Team, prior to considering temporary or permanent exclusion in consultation with Governors. Permanent exclusion is considered a final / last resort to ensure the safety of the staff and / or other students.

**In Addition to the Above:**

- Reflection time may include time to think about the choices made followed by a discussion with an adult (using the language of choice); time for the pupil to write / draw what was happened and what choices they should have made (see format for this in Appendix 6); allocated time to write a letter of apology (see format for this in Appendix 7) to another pupil / member of staff.
- Reflection time will **not** include isolation, children being asked to stand alone outside the class or in a place with no direct adult supervision.
- Reflection time may be during a lesson or during a lunch / break time, but will never be outside of the school hours.
- Records will be kept of pupils who persistently make poor behaviour choices that are against the school's Code of Conduct. Patterns of behaviour and common incidents will be noted with the aim of helping the pupil to rationalise their own behaviour and to manage their own behaviour in more appropriate ways, as well as to help the school minimise future incidents.
- The school's general curriculum, assemblies, informal groups discussion and explicit PSHE (Personal, Social Health Education) sessions will be used to teach and coach individuals and larger groups of students about their behaviour choices and how their behaviour affects both others and themselves.

- A pupil whose behaviour in school regularly gives cause for concern will be referred to the Special Needs Coordinator (SENCO) for monitoring. The class teacher in liaison with the SENCO will determine if an individual education health care plan or a pastoral support plan will to be established, shared, monitored and reviewed with parents. Further advice may be sought from external agencies. For some pupils who may have a range of needs requiring support from different agencies, it may be appropriate to assess those needs using the Common Assessment Framework (CAF).
- When dealing with poor behaviour choices, the school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is needed.

## 10. The Curriculum

At the Priory Primary School, we believe that an appropriately structured curriculum and effective learning contribute to good behaviour. As part of this, we use the 'Family Links' and CORAM life resources (PSHE) as part of the taught curriculum to help all our children develop into responsible citizens. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Marking and record keeping provide feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

## 11. Reward System

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, we believe that others will be encouraged to act similarly. Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.

We operate a house point reward system throughout the school. When a child joins us, they are allocated to one of three houses – Hawk, Kestrel or Falcon. All adults within school award individual house points to children for a range of reasons, including good behaviour, politeness, kind actions, effort and achievement within pieces of class work or homework. These are collated weekly by the Year Six House Captains and weekly totals are announced in assembly.

Alongside the house point system, individual teachers operate extra reward systems appropriate to their class, such as table points, star of the lesson, and sticker charts. Within Key Stage Two, classes also work collaboratively to earn one hundred house points as a class, regardless of their house. These are recorded and for every one hundred points, the class have a small reward. For every five hundred points, a larger reward is earned. Rewards are negotiated by each class individually. We believe that these reward systems promote self-discipline in our children and encourage them to be hardworking members of the community.

Special achievements, both inside and outside school, are recognised in school assemblies.

An annual prize giving takes place towards the end of each academic year where good behaviour and citizenship, as well as academic achievement, effort and improvement is recognised. The same categories are used for our weekly Stars of Wonder assemblies where staff can nominate up to three children per class to receive reward certificates.

The school pays attention to those children who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. We believe that striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

## **12. The Application of the Behaviour Policy In Different Settings**

### **12.1 Playtime**

It is essential that the playground is a happy and safe place. Pupils are expected to respect and respond to all requests from any adult, including playtime supervisors.

If inappropriate behaviour choices occur, the following sanctions will be implemented as appropriate:

- A pupil may be asked to stay close to the supervisor for a set period.
- A pupil may be asked to sit on a bench for five to ten minutes to cool down and reflect. Return to play should be only with permission from the adult on duty.
- A pupil may be asked to change play activities if they are felt to be acting inappropriately.
- A pupil may be asked to report to the office.
- A pupil may be asked to miss a playtime as a consequence for making a negative behaviour choice during a previous break.

Persistently inappropriate behaviour choices at playtime will be notified to the class teacher who will inform the child's parents as appropriate, or escalate the situation according to the discipline policy listed above.

### **12.2 In Class**

In order that all children achieve their best, academically and socially, it is essential that positive behaviour choices are made in the classroom.

Both Key Stage One and Key Stage Two have visual behaviour charts so that children are clearly made aware if they are behaving unacceptably. In Key Stage One, all classes display a rainbow, a rain cloud and a thunder cloud. All children begin the day on the rainbow. If unacceptable behaviour occurs, their name is moved to the rain cloud, and the child is told what aspect of their behaviour has led to this. If the behaviour continues or escalates, their name moves to the storm cloud and this leads to the loss of some of their 'Golden Time' at the end of the week. However, if the behaviour improves after being placed on the rain cloud, the child's name is returned to the rainbow. A similar system operates within Key Stage Two but using a traffic light system. Both systems reset daily, regardless of the behaviour from the previous day allowing for a fresh start to all behaviour choices.

### **12.3 Outside of the school gates**

The law allows schools to have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". At The Priory, the Headteacher in response to non-criminal negative behaviour and bullying (including cyber-bullying), which is witnessed by a staff member or reported to the school, may use this power. Such negative behaviour is likely to fall into one or more of the following categories:

- Actions that could have repercussions for the orderly running of the school
- Actions that pose a threat to another pupil or member of the public
- Actions that could adversely affect the reputation of the school

In such exceptional circumstances, the response will be proportionate to the misdemeanour and will follow the sanctions and consequences noted above.

All criminal behaviour observed or reported to the school will be passed onto the relevant authority without exception.

### **13. Children with Behavioural Needs / SEND**

The Priory has high expectations of **all** children. Children are expected to behave in a manner which is reasonable and respectful and which ensures their safety and the safety of the entire Priory community. On occasions, it may be necessary to interpret the policy with increased sensitivity to meet the particular needs of a child, especially pupils diagnosed with specific SEN / behavioural conditions. Staff should be sensitive to the needs of these pupils in terms of sanctions and consequences and seek advice from a senior leader or the school's SENCO before actioning any consequence beyond stage 3 from the student disciplinary procedures.

### **14. Transition to and from The Priory**

In order for a child to make the most successful start to life at The Priory, he/she is invited to spend some time at the school prior to joining. This is typically 2 mornings (pre Year R) or 1 day (other year groups). Occasionally, it may be deemed necessary for additional sessions to take place and for transition meetings with parents and professionals to be arranged to ensure that all parties are adequately prepared. When children leave The Priory in Year 6, there is opportunity for information sharing with secondary colleagues and for visits to the various senior school destinations. We liaise closely to ensure that transition, particularly for any pupil deemed to be more vulnerable, is smooth and successful. When children transfer to schools that are not local, we will always provide detailed written information and, on request, verbal information, too.

Experience tells us that children settle quickly into The Priory and we are proud of our transition and induction procedures. Similarly, secondary colleagues inform us that our children are well equipped for the next stage in their education.

### **15. Training**

Our staff are provided with training on managing behaviour, with some members receiving separate proper use of restraint.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

### **16. Monitoring and Review**

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the entire school community and is freely available on the school website at [www.theprioryprimaryschool.org](http://www.theprioryprimaryschool.org)

It is reviewed on an annual basis.

## 17. Links with other policies

Anti Bullying Policy  
Student code of conduct,  
Teacher code of conduct,  
School ethos and vision,  
Physical Intervention Policy  
Professional Development Policy  
Staff Induction Policy



All my actions are a result of my conscious choices. I have control of my choices both positive and negative and both types of choice result in consequences...

### Behaviour Choice

#### Positive Choice

Today I have *chosen* to act with:

Kindness  
Respect  
Intelligence  
Patience  
Mindfulness and empathy  
Effort, enthusiasm and hard work  
Positivity

#### Negative Choice

Today I have *chosen* to act with:

Unkindness  
Disrespect  
Thoughtlessness  
Impatience and frustration  
Anger  
Apathy and a lack of effort  
Negativity

It is important to understand that we all make positive and negative choices at different times, however we must take responsibility for our choices and the resulting actions.

### Behaviour Consequence

#### Positive Consequence

Because of my positive *choices* I deserve a positive consequence.

Praise  
Stickers / stamps  
Certificates  
Awards  
Letter to parents  
Inner feeling of doing well

#### Negative Consequence

Because of my negative *choices* I deserve a negative consequence.

Spoken to by a teacher  
Name moved down behaviour ladder  
Reflection time / lost playtime  
Taken to another member of staff  
Parents told about my actions  
Taken to Headteacher / Deputy Head  
Placed on behaviour contract

Before making new choices, it is important to reflect on my previous choices and their consequences. Why did I make that choice and how did I feel when I received my consequence?

### Behaviour Reflection

What was my choice?  
How did I act?  
Why did I act this way?  
What was the consequence?  
Did I enjoy / appreciate the consequence?  
What will happen if I make this choice again?  
What choice will I make in the future?

## Appendix 2 – Expected Student Behaviours



Students are expected to behave appropriately for a school setting. Students should come to school ready to learn. They should be **respectful**, responsible, and prepared to work hard. The staff will prepare students to be contributing citizens by providing encouragement, support and rich and varied opportunities for academic achievement.

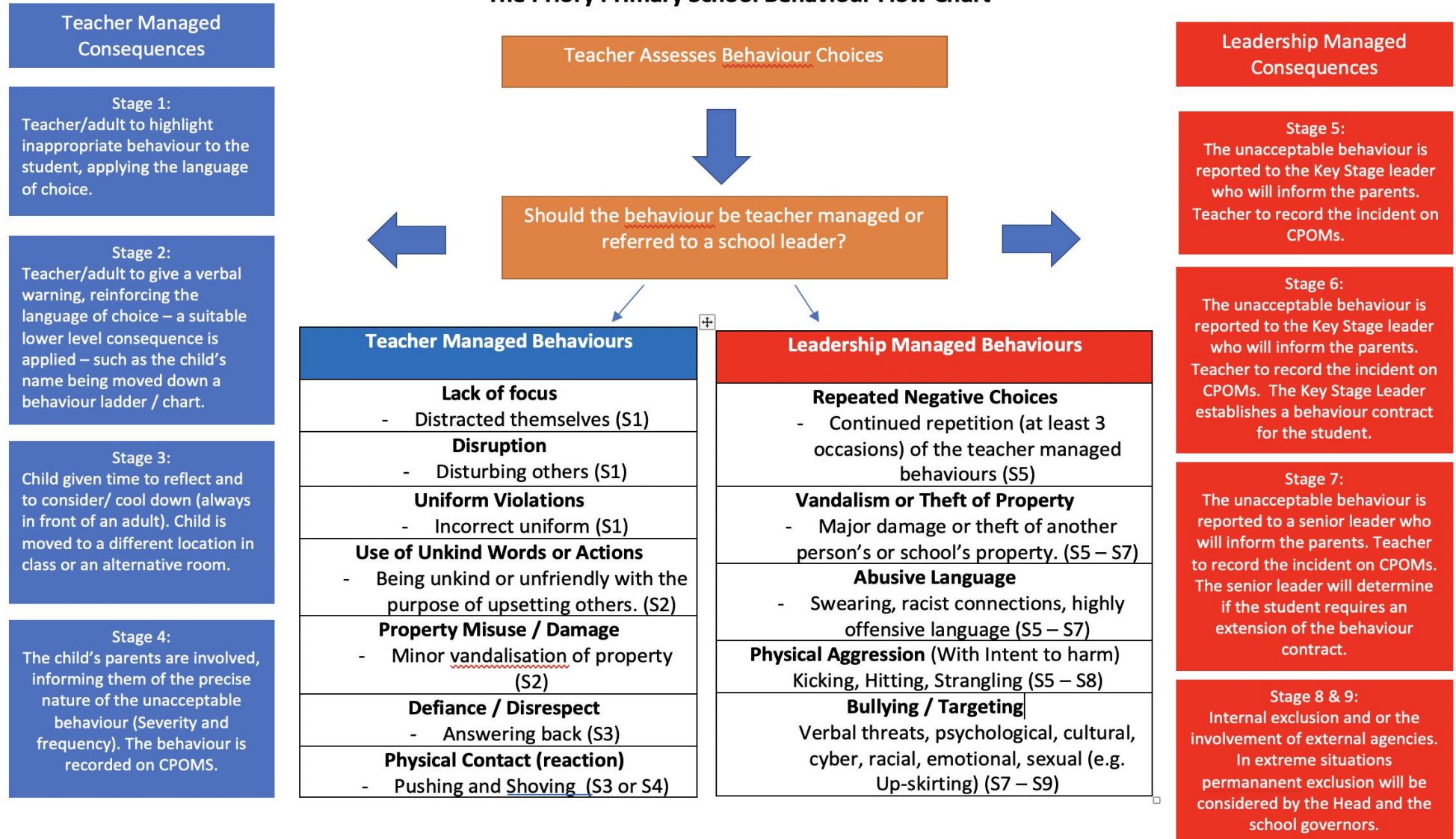
Expected Behaviours	What does it look like?
<b>Be Respectful</b> ----- <i>Treat others the way I want to be treated</i>	<ul style="list-style-type: none"> <li>• Check my voice level</li> <li>• Show courtesy and good manners</li> <li>• Use respectful and appropriate language</li> <li>• Follow adult directions</li> <li>• Smile as a greeting to others</li> <li>• Respect my school and class environment</li> </ul>
<b>Be Safe</b> ----- <i>Make sure my actions are safe for everyone</i>	<ul style="list-style-type: none"> <li>• Keep hands, feet, body, and objects to myself</li> <li>• Always walk in the building and on walkways around school</li> <li>• Settle conflicts and disagreements in a positive manner</li> <li>• Ask an adult if I need help</li> <li>• Report people/situations that appear unsafe</li> <li>• Report bullying that you see or experience</li> <li>• Do not bring, hold or play with unsafe objects or weapons</li> <li>• Follow safety rules and procedures</li> </ul>
<b>Be Productive</b> ----- <i>I come to school ready to learn</i>	<ul style="list-style-type: none"> <li>• Keep a positive attitude</li> <li>• Be persistent</li> <li>• Focus attention</li> <li>• Follow directions and use time wisely</li> <li>• Take care of materials</li> <li>• Clean up after myself</li> <li>• Help</li> <li>• Be on time</li> <li>• Come prepared for class (materials, homework, etc.)</li> </ul>





### Appendix 3 – Student Disciplinary Procedure Flowchart

#### The Priory Primary School Behaviour Flow Chart



## Appendix 4 – Behaviour Incident Evidence and Transcript Form



**Date:**

**Member of Staff Recording Evidence:**

**Pupils Involved:**

**Description of Behaviour Incident:**

**Evidence Collected / Observed (tick as appropriate):**

Eyewitness Report(s)

Item or Artefact Found

Evidence of harm (scratches, swelling, bleeding) on pupil

Photograph / Screenshot / Photocopy

Written account from secondary source (e.g. parent)

**Notes and Written Account Including Resulting Consequences:**

**Non-Leading Questions:**

Can you explain...?

What happened next...?

Who else was around...?

How do you know this happened?

Can you clarify ...?

Can you tell me more about...?

What did you do next...?

Where was he / she when this happened?

Why were you ...?

What did you see / hear...?

Why do you think that happened?

Do you know where / what / why ...?

**Transcript:**

## Appendix 5 – The Priory Behaviour Contract and Communication Record



**Date:**

**Pupil's Name:**

**Class teacher:**






**Examples of Current Negative Behaviour Choices:**

**Agreed Aims of the Behaviour Contract / Future Positive Behaviour Choices:**

**Deadline for the Contract:**

**Parent's Signature:**

**Child's Signature (if appropriate):**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>General Behaviour:</b> 	<b>General Behaviour:</b> 	<b>General Behaviour:</b> 	<b>General Behaviour:</b> 	<b>General Behaviour:</b> 
<b>Positive Behaviour Choices Towards Agreed Aims:</b>  1)   2)   3)	<b>Positive Behaviour Choices Towards Agreed Aims:</b>  1)   2)   3)	<b>Positive Behaviour Choices Towards Agreed Aims:</b>  1)   2)   3)	<b>Positive Behaviour Choices Towards Agreed Aims:</b>  1)   2)   3)	<b>Positive Behaviour Choices Towards Agreed Aims:</b>  1)   2)   3)
<b>Teacher Comments:</b>   	<b>Teacher Comments:</b>   	<b>Teacher Comments:</b>   	<b>Teacher Comments:</b>   	<b>Teacher Comments:</b>   
<b>Parental Communication:</b>   	<b>Parental Communication:</b>   	<b>Parental Communication:</b>   	<b>Parental Communication:</b>   	<b>Parental Communication:</b>   

Appendix 6 – Reflection Time Review

Name:

Date:

<p>What choices have I made today?</p> <p>(What happened?)</p>	<p>What positive choices should I have made today?</p> <p>(What should I have done?)</p>	<p>What have I learnt today?</p> <p>(What will I do next time?)</p>

## Appendix 7 – Letter of Apology (Reflection Time)



Date: \_\_\_\_\_

Dear \_\_\_\_\_

I am writing to you because

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My negative behaviour choices today resulted in me

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Instead of making these negative choices, I should have

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In the future I will

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Once again, I am very sorry for my choices today, from \_\_\_\_\_

## Appendix 8 – Examples of Positive Growth Mindset Comments



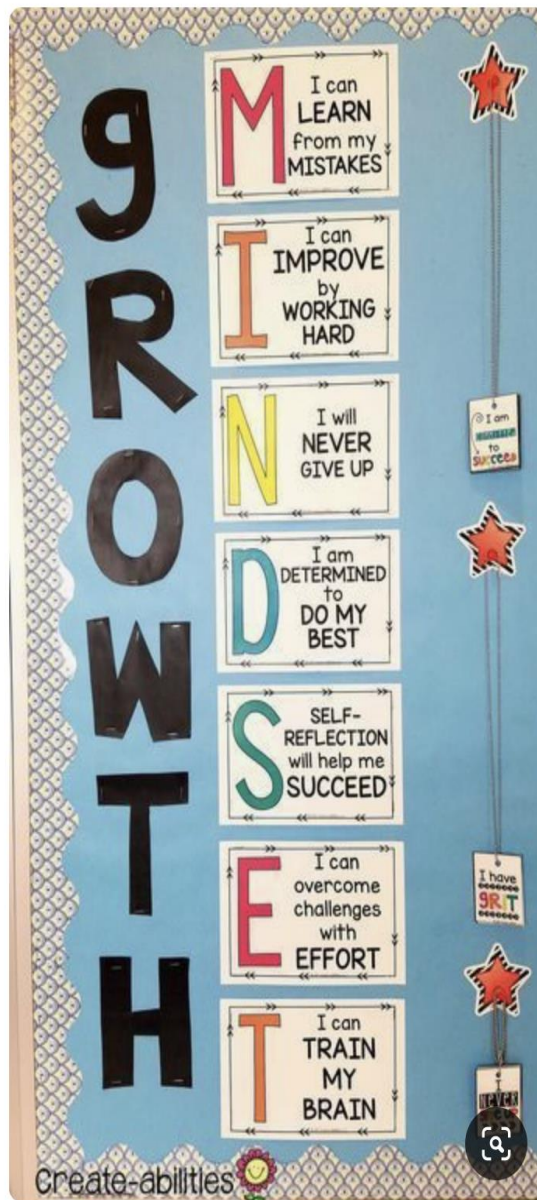
# Growth Mindset



## Notes from the Teacher







Appendix 8 – Staff Training Log



Training received	Date completed	Trainer/training organisation	Trainer’s signature	Staff member’s signature	Suggested review date