Priory School

BEHAVIOUR POLICY

Version	Authorised	Approval Date	Effective Date	Review Date
1	DRAFT	DRAFT	DRAFT	DRAFT

Signed: _____ Date:

Roy Barrett - Chair of Governors

Contents:

Statement of intent

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We believe that the first step in supporting CYP to regulate their behaviour is to understand their unique set of circumstances and experiences. Most CYP will face emotionally challenging situations at some point in their development but the way in which these challenges are experienced will be different for every individual. It is important to remember that the experience of adversity will be different for every individual. Many CYP will be surrounded by protective factors that help them to remain resilient or recover from initial signs of distress. But for others there may be a trauma response; and for some this response may be enduring, having a lasting impact on well-being and mental health (Brennan et al. 2019).

Trauma informed practice

Trauma informed practice is an approach to working with CYP that takes into consideration experiences of adversity. It focuses on establishing a sense of safety and security that may be missing for those who have experienced trauma. Trauma informed practice is an effective way of supporting pupils with behavioural challenges by focusing on developing empathetic relationships and allowing for the modelling of effective behaviour regulation skills.

A full description of trauma informed practice in not within the scope of this document. However, we believe it to be the best approach to behaviour regulation and are therefore committed to supporting education providers to embed this approach through training and review.

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress." The Gottman Institute

1. **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-Free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-Bullying Policy: Pupils

2. **Roles and responsibilities**

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Deputy Headteacher is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.

- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger

- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

Childhood adversity refers to a set of circumstances or events that pose a risk to the physical and psychological well-being of CYP. The term is relatively broad and encompasses both single and prolonged events. Examples include experiences of:

- deprivation

- parental conflict and separation

- parental ill health

- prejudice and discrimination

- authoritarian and permissive parenting approaches

- maltreatment (including abuse and neglect)

- bereavement, loss and separation (including entering out of home care).

Trauma is an emotional response to an extremely distressing event and/ or set of circumstances. Complex developmental trauma, which is often interpersonal in nature, arises from chronic and prolonged exposure to adversity. It is known to have a profound effect on brain development, cognition, emotional regulation and attachment behaviour (Hughes, 2016). Therefore, when a child or young person is presenting with behavioural challenges, it is important to view their behaviour within the context of a possible trauma response to adversity.

Attachment, developmental psychologist John Bowlby first coined the term 'attachment' in the 1960s to describe the relationship between our early caregiving experiences and subsequent social and emotional development. It is a growing area of interest in education and a necessary framework for understanding behaviour.

Early caregiving experiences are pivotal in shaping our internal working models; the set of expectations and beliefs about ourselves, others and how we need to behave in relationships. CYP who have experienced trauma through caregiving are more likely to develop maladaptive internal working models, having low self-worth and believing others to be unreliable, untrustworthy and, at worst, frightening. This has a profound impact on the way CYP behave in relationships.

Nevertheless, it is worthy of note that Bowlby used the term internal 'working' model to draw attention to the fact that internal beliefs and expectations can be changed by positive experiences in relationships. This is why we believe it is important to take a trauma informed and relationships-based approach to behaviour regulation.

4. <u>Managing behaviour</u>

Approaches to developing positive behaviours:

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents;
- Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times.
- Programmes of PSHRE, (Personal, Social, Health, Relationships Education) and Citizenship are used to provide rich opportunities which are part of all areas of school life and learning.
- Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two.
- Enable children to take responsibility for themselves and their actions in age-appropriate ways.
- Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps.
- Where need is identified, for structured, tailored, group and individual programmes, creative activities, and outdoor learning to be incorporated into action plans.
- Any plan of action is agreed and shared in a working partnership with parents and carers.
- Individuals with Special Needs to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- Varying groups and working with different members of our school community to build tolerance and inclusion.
- The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment.

Supporting pupils appropriately may require adults to develop and employ new skills and/or strategies.

- Pupils need to know explicitly what behaviour is expected in different circumstances.
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved.
- Using Fixed Term Internal or External Exclusions may be used as part of a positive behaviour approach.
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed.
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development.
- Our expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

Initial Responses

If any child breaks our behaviour agreements, initially they are given reflection time with an adult.

We believe that the importance of 'relationship' within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils. With children spending 50% of their waking hours in school, the teacher/learner relationship is key.

We use a range of strategies to interrupt poor behaviour choices including:

- Comic strip conversation
- Classroom breakout spaces
- Time in o Use of Learning Mentor and/or Communication Champion support
- Change of environment with a supportive adult
- 'Help' card to initiate a change of face or space
  Our aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that adults' holding consistent boundaries ensures our school feels calm and safe.

When a child is displaying inappropriate behaviours, we recognise that each situation will be unique to the child and therefore the response needed will be unique also. All staff can issue a child with either a red or yellow card. A red card will result in missing Free-time Friday activity, a yellow card will result in a certain amount of time missed from Free-time Friday. This decision is at the discretion of the class teacher but may be discussed with the Deputy Headteacher. Three or more red cards in a half term may result in an internal exclusion. Please see behaviour Policy addendum for behaviours that may result in a red or yellow card. The decision may be made for a child to begin a 'Behaviour contract' and/or a 'Behaviour log' this is at the discretion of the Deputy Headteacher. Please see appendix for an example.

The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some or all of the following people; Headteacher, Deputy Headteacher, SENDCo, Learning Mentor, Class Teacher, Teaching Assistant. At every stage we will also maintain close communication with parents and carers.

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately. There are some situations that will provoke a more severe response from school: If a child deliberately commits any of the following, they may be given an immediate Fixed Term or Permanent Exclusion at the Headteacher or Deputy Headteachers discretion following a full investigation:

- Physical assault against a pupil

- Physical assault against an adult

- Verbal abuse / threatening behaviour against a pupil

- Verbal abuse / threatening behaviour against an adult

- Bullying

- Racist abuse

- Damage

- Sexual misconduct

- Theft

- Persistent disruptive behaviour

Fixed Term Exclusions may be either Internal where they will attend school but learn away from their class or an External Exclusion, which requires the pupil to undertake their learning off site. In the case of a permanent exclusion, this will be registered with the local authority. Following exclusion, the pupils and parents will be called to a 'return to school' meeting and a behaviour support plan will be initiated where appropriate.

Parents or carers are always informed by standard letter if a Fixed Term Exclusion has been given.

Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. We will work, wherever possible, in agreement and consult fully on actions and next steps.

For discipline to be lawful, the school will ensure that:

The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit. The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

5. <u>Trauma informed prevention strategies and sanctions for unacceptable behaviour</u>

In line with our inclusion approaches, wherever possible, all children and parents are welcome at our school.

Our policy is to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning.

Emotional and learning behaviours are at the heart of our behaviour procedures and approaches. At Priory, we use our understanding of social and emotional development and learning within all our approaches to behaviour. Our expectations, the rules that underpin them and rewards and sanctions around behaviour are revisited and reviewed at regular intervals and agreed by all. This offers containment and safety.

We strive to be an emotionally literate school with our everyday practice informed by an applied knowledge of the neuroscience of emotional and social development and attachment research. Through this we aim to ensure resilience, good mental health and a readiness to learn.

'Emotionally literate teachers, who interact with children in ways that soothe, calm, contain, stimulate and accompany them as they learn, support their students to become emotionally literate too. In so doing, they provide the positive interactions that contribute to the development of effective stress management systems in their learners' brains. At best, such

teachers/adults contribute to the establishment of 'good-enough' regulating, focussing, meaning making and memory circuitry in the brain.'

Feel The Difference: Learning in an Emotionally Literate School' Lynne Gerlach /Julia Bird (2006).

Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning and learning how to communicate responsibility for one's own feelings. The school climate aims to create a shame – free learning zone.

Responsibility for one's own learning is prized. Independent, resource based and collaborative learning are encouraged. It is understood and accepted that all learners have their own emotional needs sometimes- and these can be addressed as a part of promoting learning.

All adults at Priory school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

o Create a positive climate with realistic expectations;

- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability; o show appreciation of the efforts and contribution of all.
- Create an environment which recognises and celebrates difference.

"When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos"

L.R. Knost

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.

- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the staff will immediately inform the Deputy Headteacher, or a member of the Senior Leadership team in her absence immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Calm rooms

The school may decide to move pupils to a separate room away from other pupils for a limited period – these are known as isolation rooms.

The school will only move pupils to isolation rooms where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during their time in the calm room, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in the calm room will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not kept in isolation any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in the calm room. The deputy headteacher will request that the pupil's class teachers set them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction, both during and outside of school hours.

The Deputy Headteacher, or other members of Senior Leadership team can impose detention on a pupil teacher.

The following indicate the times during which detention can be issued outside of school hours:

- Any school day where the pupil is not authorised to be absent
- During weekends, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When issuing detentions which are set to be outside of school hours, the deputy headteacher will consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has identified caring responsibilities which would make the detention unreasonable.
- Whether the parents ought to be informed of the detention, e.g. it may not be necessary to do so if the detention is for short period after school and the pupil is able to return home safely.
- Whether suitable transport arrangements are in place between the parents and the pupil. It does not matter whether these transport arrangements are inconvenient to the parents.

6. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

7. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.

- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Policy.

8. Effective classroom management

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work.

Classroom Practice

At the beginning of each academic year, class teachers (in consultation with the children) will establish the classroom rules and expectations. At Priory school, we use a 'Class charter' system to recognise and reward good behaviour choices.

House points - It is our way of communicating these positive moments with our families about what is happening inside our classrooms and school. This approach is also celebrated in the classrooms through a class behaviour display. Points once earned are never removed.

Classroom Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum.
- be positively stated, telling the children what to do rather than what not to do.
- actively encourage everyone involved to take part in their development.
- have a clear rationale, made explicit to all.
- be consistently applied and enforced.
- promote the idea that every member of the school has responsibilities towards the whole.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant. All adults work in partnership to model, reinforce and support our expectations.

Adults act as co-regulators, develop pupils' insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills.

- To have the opportunity to interact, build tolerance and inclusion;

- For the enjoyment of positive play;

- To be healthy – to have fresh air, exercise and the opportunity to relax

- For the opportunity to explore and play with adults and peers in a less structured, positive environment.

These times should not be taken away from children, unless prearranged and agreed with SLT.

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement.

Praise and rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are rewarded.

To praise, promote and reward positive behaviour, we use a range of rewards including.

- Verbal feedback / praise
- Non-verbal feedback e.g. thumbs up gesture, smile, pat on shoulder
- House points
- Headteacher/Deputy Headteacher certificates, stickers and recognition
- Stickers
- Certificates
- Good news postcards – posted to parents
- Notes in home/school diary (KS1) or planner (KS2)
- Recognition in Newsletter Website Use of social media e.g. Facebook Additional playtime
- Share good choices with other adults for positive reinforcement
- Golden ticket

All children earn 10 points a day towards their Free-time Friday activity on a Friday afternoon. Each activity is run from 2:00-2:50 on a Friday afternoon, linking to the Priory values theme.

9. Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.

- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy: Pupils.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

10. Monitoring and review

This policy will be reviewed by the deputy headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is January 2022.

Behaviour Contract

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals

1 ---

2 ---

3 ---

To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____

When I demonstrate challenging behaviour, you can help me by:

1. _____

2. _____

3. _____

These are the consequences if I don't meet my goals:

_____

_____

_____

These are the rewards if I meet my goals:

_____

_____

_____

My contract will be reviewed on:

Pupil signature……………………………………………… Teacher signature:……………………………………………………

Behaviour Incident Form

Name of pupil:		Year group:	
Date:		Time:	
Location of observation:		Name of staff member:	

Before the incident: what led to the behaviour?

During the incident: what did the pupil do?

After the incident: what were the consequences of this behaviour?

Additional comments

Red or Yellow card behaviours

- Low level disruption
- Refusal to follow instructions
- Name calling

- Abusive language directed at a pupil or adult

- Inappropriate behaviour in class resulting in whole class disruption

- Physical altercation with peers

- Unable to earn back yellow card may result in a red card