



Behaviour Policy

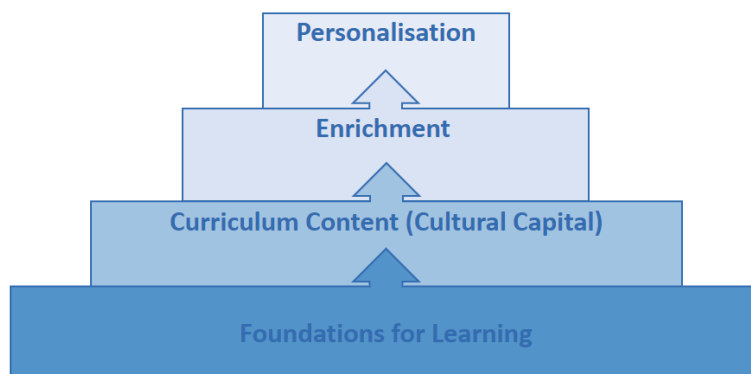
Policy Tracker – Responsibility for monitoring this policy: Headteacher			
Date	Reviewed By	Role	Approved by the Governing Board
Summer 2020	J Mackinney R Cox J Griffiths K Carver R Fellows	CEO DSIP DHT AHT AHT	Autumn 2020
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1. Vision and aims of the policy

Priory Primary School is committed to creating an environment where good behaviour is at the heart of productive learning. We believe that positive behaviour and attitudes of pupils is an essential foundation for learning and this features within the base of our whole-school curriculum model.



Everyone within our school community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides provision and responses relating to pupil conduct at school by all stakeholders. It echoes our core values with a heavy emphasis on readiness to learn, respect towards themselves, others and the environment and being safe.

Through this policy we aim to promote positive behaviour and prevent negative behaviour by:

- creating a culture of exemplary behaviour: within learning, within school and the wider community and in preparation for later life;
- encouraging a positive, calm and purposeful atmosphere in and around school;
- ensuring pupils are polite, happy and considerate of others' feelings;
- ensuring that good behaviour is a minimum expectation for all;
- supporting learners in taking control of their behaviour and be responsible for the consequences of it;
- ensuring that all learners are treated fairly, shown respect and that positive relationships are promoted;
- ensuring we work with parents and caregivers to develop a consistent approach to managing behaviour within and beyond school;
- building a school community which values kindness, care, friendly humour, appropriate responses/reactions and empathy for others.

2. Our school behaviour principles

Our school has three simple principles: '**Be Ready, Be Respectful and Be Safe**'. These are explicitly taught, modelled, recognised and celebrated by all members of our school staff.

At Priory Primary School, staff use the school behaviour principles as a consistent foundation for:

- positive, targeted praise;
- reinforcing good behaviour choices;
- recognition through an effective reward system and celebrating success;
- ensuring visible consistency for pupils in the application of stepped sanctions.

Posters (see below) referencing to our school behaviour principles are on display in every classroom and in communal areas.



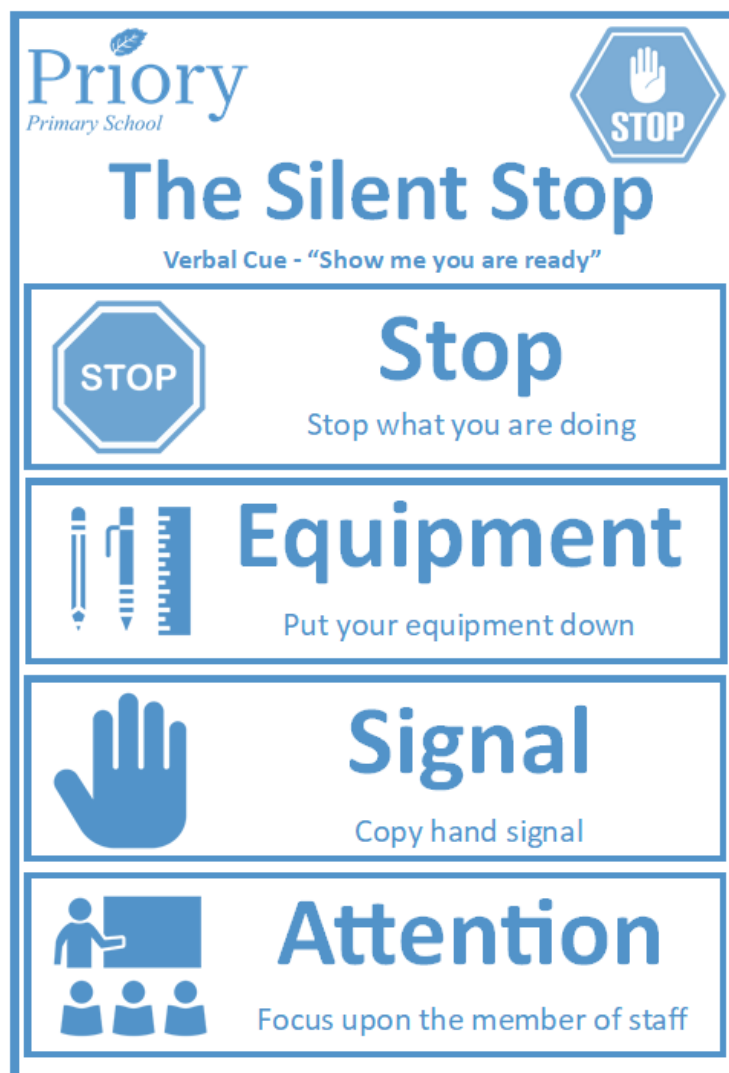


3. Creating a shared culture and embedding relentless routines

Consistent and positive application of the school behaviour principles leads to a culture linked to behaviour where expectations are known, understood and applied by all members of the school community. This is further supported within school by a number of clear and consistent routines that are explicitly taught, modelled, recognised and celebrated relentlessly by all members of our school staff. These routines are simple procedures that build behavioural norms across the school and promote self-discipline.

They are:

- **Warm Welcomes** - all adults will meet and greet pupils at the beginning of the day – there will be an adult at the door of every classroom to meet our pupils and ensure a warm welcome is provided to all;
- **Fantastic Walking** - All adults and children will follow 'Fantastic Walking' (Appendix 1) throughout the school site – at all times.
- **Legendary Lines** – Children will line up ready to enter classrooms/school with
- **Silent Stop** – All adults in school will use a consistent approach to gaining the attention of a group of pupils. Posters within all classrooms exemplify this routine.



4. Roles and responsibilities

Expectations of children

We expect our children to:

- try their best to demonstrate the core values and linked behaviours;
- follow the 3 school behaviour principles (Be Ready, Be Respectful, Be Safe) at all times;
- work to the best of their abilities and allow other children to do the same;
- look after equipment and the environment as well as keeping the school tidy;
- take responsibility for their own learning and actions.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction or behaviour specific focus sessions where appropriate. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture through the explicit teaching of behaviour expectations and the behaviour principles in action. Pupils will be asked to share their views on the behaviour culture in the school through questionnaires throughout the year. This will further support the evaluation, improvement and implementation of this behaviour policy.

Expectations of Staff

We expect all staff to:

- identify the behaviour we expect;
- teach behaviour explicitly;
- model the behaviour we are expecting;
- practise excellent behaviour;
- notice excellent behaviour;
- create conditions for excellent behaviour;
- be consistent;
- be kind.

All staff will:

- take a positive approach to working at Priory Primary School;
- meet and greet at the door;
- regularly and relentlessly refer to school behaviour principles of 'Be Ready, Be Respectful, Be Safe';
- model positive behaviours and build relationships;
- plan lessons that engage, challenge and meet the needs of all pupils;
- use a visible recognition mechanism throughout every lesson;
- be calm and give 'take up time' when going through the steps. Prevent before sanctions;
- follow up every time, retain ownership and engage in reflective dialogue with pupils;
- never ignore or walk past pupils who are behaving badly – ask those involved if they need support; sometimes too many people can be overwhelming;

Expectations of teachers

We expect our teaching staff to:

- provide a stimulating learning environment and learning content that meets the needs of all pupils;
- use a range of strategies to ensure opportunities for inappropriate behaviours are minimised throughout the day, for example;
 - having a range of effective routines that ensure the effective running of the classroom;
 - having learning resources prepared, ready and available for the lessons being taught;
 - by maximising learning time and provided pupils with the opportunity to 'walk into learning' throughout the school day.
- build positive, professional relationships with the pupils in their care and find out what makes your pupils feel important and valued to create a sense of belonging;
- reward learners for going 'above and beyond' expectations, not simply meeting them;
- let pupils take responsibility where appropriate;
- mark moments with sincere, verbal praise;
- make positive phone calls home when appropriate;
- send positive notes when appropriate;
- catch learners doing the right thing and use proximity praise;
- differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important;
- provided class displays and classroom environments that model high expectations;
- address behaviours that do not meet the expectation of the school;
- communicate with parents in a timely manner where expectations are not met on a regular basis, or when there has been an unacceptable behaviour;
- liaise with phase leaders and assistant headteacher regarding further actions where concerns about a pupil's behaviour are held.

Expectations of phase leaders

Phase Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Phase Leaders will:

- meet and greet pupils at the beginning of the day;
- be a visible presence within the phase to encourage and recognise appropriate conduct;
- support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations;
- regularly celebrate staff and pupils whose efforts go above and beyond expectations
- encourage use of positive notes and positive phone calls;
- use behaviour information to target and assess interventions;
- where behaviours are not at expected levels, ensure that appropriate provision is in place and actions are being taken which may include communication with parents;
- communicate with parents, where expectations are not met on a long-term basis or when there has been an extreme behaviour;
- liaise with deputy headteacher and headteacher on a regular basis regarding behaviour within their phase.

Expectations of senior leaders

Senior leaders are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners when responding to low-level disruption and take responsibility for the co-ordination of an incident when dealing with unacceptable/extreme behaviours.

Senior leaders will:

- take time to welcome children and family members at the start of the day on the playground;
- be a visible presence around the school site (focus on transitions, playtimes and lunchtimes);
- celebrate staff, leaders and pupils whose effort goes above and beyond expectations;
- share good practice through termly staff meetings;
- support phase leaders as appropriate in managing learners with more complex or entrenched negative behaviours;
- regularly review provision for learners who fall beyond the range of written policies;
- engage with fortnightly behaviour meetings, led strategically by the deputy headteacher to discuss behaviour provision and pupils with individual behaviour needs across the school;
- use behaviour data to target and assess school wide behaviour policy and practice.

Expectations of the local governing body

The local governing body will:

- review and approve the written statement of behaviour principles;
- review this behaviour policy in conjunction with the headteacher;
- monitor the policy's effectiveness;
- hold the headteacher to account for its implementation.

Expectations of parents

We understand our parents and carers play a vital role in supporting their children at school. We welcome parental involvement in encouraging and celebrating positive behaviour of their child and encourage shared communication and responsibility in addressing any behaviours of concern.

Parents will:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the behaviour principles within this policy;
- promote positive behaviours at home as well as at school;
- read any documentation that is sent home;
- meet with members of the school staff as necessary to discuss any concerns relating to their child's behaviour;
- engage with any pastoral work following unacceptable or extreme behaviours (e.g. attending reviews of specific behaviour interventions);
- Contact the school if they have any concerns or questions about the contents of this policy.

5. Rewards and recognition

We notice, value and celebrate the positive behaviour choices made by pupils linked to our 3 behaviour principles. We particularly notice when children go above and beyond what we expect.

We reward this through positive recognition:

- verbal acknowledgement and praise to the pupil and their parents;
- written comments on work;
- rewarding pupils with stickers or house points (see Appendix 2);
- showcasing children on the recognition boards within classrooms or whole school recognition board;
- thank you notes/positive postcards/phone calls home from teachers;
- thank you notes/positive postcards/phone calls home from senior leaders;
- headteacher stickers/awards;
- Amazing Achievement Awards (see below);
- ad hoc reward events such as raffles, author visit prizes and spot prizes and events;
- Skillsbuilder certificates to acknowledge specific skills demonstrated at a high level;
- lunchtime supervisor awards;
- a dip into the “Priory Prize Pot”.

In addition to this, each class teacher may have their own personal ways to recognise positive behaviour choices within their classroom environment.

Amazing Achievement Awards

Every week, class teachers will nominate a pupil for an ‘Amazing Achievement Award’. These are pupils who have demonstrated achievements worthy of the award.

It could be:

- Attitude to their learning and to others;
- Productivity in their learning and their work;
- Behaviour in class or around school;
- Commitment to their learning and to the ethos of our school;
- Contribution to the class and to the learning of others;
- Effort into everything that they have done;
- Achievement across the week/month/term.

Lunch with the Headteacher

We have a very special award at Priory for those pupils that have gone above and beyond or consistently applied the school behaviour principles. Half-termly, class teachers will nominate a pupil for lunch with the headteacher. Invites will be sent home and children will be collected from their class by the headteacher and taken to the table for their lunch.

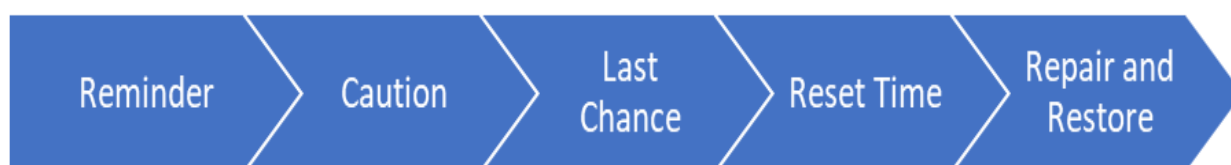
This reward is extremely hard to achieve and if a pupil has been awarded this, it means that they have worked their very best. These pupils will receive a wrist band and a certificate in recognition of their efforts.

6. Response pathway to low-level behaviour choices

We understand that a common and consistent approach as well as the use of language around behaviour is essential in creating clear boundaries for learning how to behave. All adults should remain professional and calm at all times.

It is important that we communicate with pupils when low-level behaviours occur so that pupils are given the opportunity to modify their actions. Low-level behaviours are those which distract pupils from their own learning, may distract other pupils from their learning and/or distract the teacher from teaching, for example, shouting out, answering back, not focussing on their work to a suitable level, making noises, not following instructions and talking to others at inappropriate times. It could also be times when the pupil has not been ready, respectful or safe within or beyond the classroom, for example running in the corridor and not playing appropriately on the playground.

When low-level behaviours are displayed that fall below our high expectations, we will follow the following process:



1. **Reminder:** of the 3 behaviour principles of **Be Ready, Be Respectful, Be Safe;**
2. **Caution:** clear 30 second scripted intervention (Appendix 3), delivered privately, making the pupil aware of their behaviour and clear communication of the consequences if they continue;
3. **Last chance:** speak to pupil privately to give them a final opportunity to behave;
4. **Reset time:** short time to one side for a few minutes to calm down and possible use of the Calm Corner within the classroom;
5. **Repair and restore:** a conversation at break time/lunchtime or a more formal meeting (Appendix 3). This conversation may vary in length depending on the pupil, how reflective they are and how often the low-level behaviours occur -

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the repair conversation, then the following guidelines should be used:

- pupil is spoken to with the Phase Leader, an Assistant Headteacher, Deputy Headteacher or the Headteacher (in that order);
- parents may be contacted or spoken with at the end of the day either face to face or via a phone call.

Persistent disruption

If there are regular occurrences whereby behaviour is falling below what we would expect, then the following will take place:

- Teaching staff should try to address concerns. They should use praise, recognition and/or a reward chart to escalate the concern and address the incidents occurring.
- If this is unsuccessful, then discussion with the phase leader will take place. Discussions will always begin with a look at what has happened so far and what provision has already been implemented. There will be further consideration of behaviour intervention and/or additional support;

- If concerns remain over an extended period, the staff team will refer to the Social, Emotional and Mental Health (SEMH) Pathway document in order to assess needs and identify further provision. This may include monitoring via an Antecedent, Behaviour Consequence (ABC) chart (Appendix 4) to identify areas of concern, possible causes and appropriate targets (if unknown) or the use of behaviour chart (Appendix 5) with a clear review date established;
- Where concerns continue to remain, staff should liaise with the assistant headteacher for inclusion and further assessments may be conducted in school; an Individual Teaching Plan (ITP) may be implemented with targets relating to their individual areas of need and advice/support from external agencies may be investigated. At this point, the process becomes formalised within school and pupils will be identified on our special educational needs and/or disability (SEND) register.
- Parents will be contacted from the very beginning of the process by the teacher to inform them that behaviour is a cause for concern. Regular meetings should take place from this point onwards to discuss progress and provision.

It may be that leaders feel a more severe sanction in line with unacceptable/extreme behaviours is required throughout this process for persistent disruption.

Social, Emotional and Mental Health (SEMH) Pathway

At Priory Primary School we have a clear pathway to support children and families when a pupil displays behaviours which indicate to us that their social, emotional and/or mental health need is not being met. As external factors can affect a child in school, it is paramount that there is parental engagement throughout any support, as home and school need to work together in the best interests of each child.

The SEMH Pathway document outlines provision for our pupils so that they receive consistent routines and experiences that enable them to progress socially, emotionally and academically. The SEMH pathway at Priory Primary School dovetails with this behaviour policy as well as the Inclusive Pathways provision implemented by Dudley Local Authority.

7. Unacceptable/Extreme Behaviours

As a school, we recognise that pupils communicate their emotions through their behaviour. We also understand that children need to feel a level of safety before they exhibit extreme behaviours. We use our most skilful staff to build relationships with individual children. We use the SEMH Pathways document to identify the level of support needed by the pupil and put this provision in place.

Some children may behave in an unacceptable/extreme way. These behaviours include, but are not limited to:

- child-on-child abuse;
- violence towards staff (i.e. physical contact made with the *intention* to harm);
- extreme verbal abuse towards other which may include racist, homophobic and/or xenophobic language;
- vandalism of school property, their or others property;
- persistent taunting, teasing and bullying behaviour;
- persistent defiance;
- stealing;
- sexualised behaviours.

When presented with these behaviours, staff may require immediate support from another adult. They should do this via the 'Adult Support Needed' cards which are available in each classroom. During these incidents, it is important for everyone's safety that the nearest adults responds to support the situation. Further support through an assistant headteacher (deputy headteacher/ headteacher if unavailable) should also be sought.

The assistant headteacher will ensure that the response to an incident is coordinated and includes:

- ensuring pupils and staff are safe;
- investigation the incident;
- communication to teaching staff regarding next steps;
- issue appropriate sanction/follow up reflection;
- ensure that parents are communicated with (including any victims families);
- ensure this process is recorded via CPOMS.

The response and sanctions, where pupils have displayed unacceptable/extreme behaviours, will depend upon the nature of the incident. There are a number of possible sanctions that an assistant headteacher may decide to apply.

These include (in order of increasing severity):

- timeout away from peers/class with supervision to reflect upon the incident;
- time removed from the playground at break time and lunchtime for a set period of time;
- Preventing Suspension Placement (PSP)
- Trust Internal Placement (TIP)
- Suspension
- Use of alternative provision
- Managed move to another school
- Exclusion

In each of these sanctions, pupils will always complete reflection sheet (Appendix 6) during the time that they are removed from their peers.

All unacceptable/extreme behaviours will be reported via Child Protection Online Management System (CPOMS). We have a very clear expectation that all logs on CPOMS have the following headings:

- Incident – What happened? Who was involved? When did this take place?
- Response – What actions did the member of staff take?

In addition to CPOMS, the deputy headteacher will maintain a record of the children in school that have received a PSP, TIP and/or suspension. Leaders will monitor the incident rates of unacceptable/ extreme behaviours within the school. In addition to this, leaders will cross reference pupils with the SEMH pathway and ensure that resources are allocated appropriately to support pupils.

Pupils who regularly display unacceptable/extreme behaviours will be discussed by senior leaders on a fortnightly basis at the behaviour strategy meeting. Provision, pupil's needs, and support will all be discussed in relation to the SEMH pathway to ensure the school is giving pupils the best possible chance of success. An Individual Teaching Plan (ITP) may be implemented with targets relating to their individual areas of need. At this point, the process becomes formalised within school and pupils will be identified on our special educational needs and/or disability (SEND) register.

Physical Attacks on Adults

We take incidents of violence toward staff very seriously. We understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe. Staff can use 'reasonable measures' to protect themselves and should call for additional support.

Staff who protect themselves will have the full support of the Senior Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force.

All staff must report incidents of pupil violence toward themselves to the Headteacher (or Deputy Headteacher in their absence). These incidents can cause distress for the adults involved, therefore all staff are entitled to take some reset time away from the classroom to recover.

Positive Handling

In some cases, when dealing with an episode of unacceptable/extreme behaviour, a pupil may need to be positively handled if they are a danger to themselves, others or causing significant damage to property (as stated in the DFE Use of Reasonable Force Guidance, July 2013).

The school will record all incidents of positive handling in the Bound and Numbered book, located in the Assistant Headteacher for Inclusion's office, and on CPOMS.

Only staff who have been trained in Positive Handling should hold or guide a child unless there is an immediate risk to that child or another person. Parents will be informed when a child has had to be positively handled and the incident will also be recorded via CPOMS.

Inappropriate use of devices

Priory Primary School takes online safety seriously and takes significant steps to protect staff and pupils when working with devices and online. By signing our Acceptable Use Agreements, staff and pupils are agreeing to use all devices and log on credentials responsibly. In the event of breaches of this agreement the following applies (HVT Online Safety Policy)

School leaders have the right to take, examine and search users' devices in the case of misuse (England only). Full guidance for schools on the above is found at:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

In such cases, a full investigation will be carried out by online-safety lead (deputy headteacher) and they will communicate with all parties involved (pupils, teachers and parents).

Sanctions for inappropriate use of technology

As stated in our Acceptable Use Agreement sanctions may be required for misuse of devices (including mobile phones), technology or online resources.

"I understand that if I fail to comply with this acceptable use agreement, I may be subject to a sanctions within school."

(HVT Acceptable Use Agreement)

This could include:

- Loss of access to school network
- Loss of use of internet in school
- Suspension of credentials and school online accounts

In all cases parents will be informed of any actions and sanctions. In the event of illegal activities, a flow chart action plan will be followed (see Online Safety Policy) and this will include involvement of the police.

Behaviour Summary Table			
Category	Examples (not an exhaustive list)	Response	Possible Sanctions
Isolated or rare low-level disruption	Not following the 3 behaviour principles – ready, respectful or safe, shouting out, answering back, lack of focus on their work, not following instructions	<p>Reminder: of the 3 behaviour principles of Be Ready, Be Respectful, Be Safe;</p> <p>Caution: clear 30 second scripted intervention, delivered privately, making the pupil aware of their behaviour and clear communication of the consequences if they continue;</p> <p>Last chance: speak to pupil privately to give them a final opportunity to behave;</p> <p>Reset time: short time to one side for a few minutes to calm down and possible use of the Calm Corner within the classroom;</p> <p>Repair and restore: a conversation at break time/lunchtime or a more formal meeting (Appendix 3). This conversation may vary in length depending on the pupil, how reflective they are and how often the low-level behaviours occur.</p>	<ul style="list-style-type: none"> • Reflection time at break and lunch. • Time in with class teacher or phase leader. • Community payback – sorting resources, sharpening pencils, litter pick etc. • Supervised movement to another class/area to work.
Persistent low-level disruption	Regular and repeated behaviours from the list above	<p>As above plus:</p> <ul style="list-style-type: none"> • Begin to log incidents on CPOMs. This can be in summary format rather than every single incident. • Raise concerns with parents and identify in class strategies to try (Parental communication 1) • If unsuccessful, discuss concerns and provision with phase leader, identify next steps in term of provision and support (Parental communication 2) • If behaviours persist over an extended period of time, staff should refer to the SEMH pathway document and consider the use of an ABC record or behaviour chart. Chart should be shared with parents and a review date set (Parental communication 3) • Where concerns continue to remain, staff should liaise with the assistant headteacher for inclusion and further assessments may take place and next steps identified which could include: observations in the classroom; an Individual Teaching Plan (ITP); interventions, further support and/or engagement with support agencies (Ongoing parental communication for here on) • Pupil may be identified on our special educational needs and/or disability (SEND) register 	<ul style="list-style-type: none"> • Any sanctions from those above. • Checking in regularly with a senior leader to discuss progress towards targets and have on. • Potential loss of school club/representing the school • Any sanctions from those below.
Unacceptable/ extreme behaviours	Child-on-child abuse; Violence towards staff; extreme verbal abuse; vandalism of school property, taunting, teasing and bullying; defiance; absconding	<ul style="list-style-type: none"> • Request support from another member of staff if the situation is not safe via 'Adult Support Needed' card. • Request further support from an assistant headteacher. • Assistant headteacher will: <ul style="list-style-type: none"> ○ ensure pupils and staff are safe; ○ investigate the incident; ○ communicate to teaching staff regarding next steps; ○ issue appropriate sanction/follow up reflection; ○ ensure that parents are communicated with (including any victims families); ○ ensure the incident and response is recorded via CPOMS. • Ongoing discussion with assistant headteacher for inclusion, deputy and headteacher regarding provision and next steps • Parental communication throughout the whole process 	<ul style="list-style-type: none"> • Time away from peers/ class • Time removed from the playground at break time and lunchtime; • PSP • TIP • Use of alternative provision • Managed move • Suspension • Exclusion

When issuing any sanctions, staff will:

1. make it clear that unacceptable behaviour affects others, is a serious offence against the school community and is against the school's behaviour principles;
2. be consistent in their application of sanctions to ensure that children and staff feel supported and secure;
3. ensure that any sanction is proportionate to the offence;
4. make it clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

8. Suspension, Exclusion, Preventing Suspension Placement (PSP) and Trust Internal Placement (TIP)

Suspension and exclusion

The school will follow the DfE guidance Behaviour in Schools September 2022 and DfE 2022 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (September 2022) when making a suspension or exclusion. Usually, a suspension or exclusion results from consistent poor or inappropriate behaviour over time or escalation of extreme behaviours where other sanctions from the behaviour policy and support mechanisms have failed to address the behaviours exhibited.

At Priory Primary School, suspensions or exclusions are likely to be triggered by behaviours such as:

- physical assault to a teacher or other adult working with children;
- physical assault towards other children;
- repetition of inappropriate behaviour or severe disruption;
- continued and persistent breaking of school rules over an extended period of time;
- gross defiance to all adults within school including refusing to co-operate with senior staff.

If the behaviour continues the school may decide to utilise the Parenting Contracts developed by the Dudley Local Authority.

In some cases, where behaviour is very extreme, a suspension or permanent exclusion is likely to be given immediately. If a decision is made to suspend a pupil, on return to school, the child is always welcomed back by senior school leader and they will receive a reintegration meeting alongside their parent. If the decision is made to exclude a pupil, advice will be sought and guidance followed from the Dudley Local Authority Exclusion Unit. When a child is excluded the Local Authority has a duty to find alternative arrangements for the permanently excluded child.

Dudley Primary Fair Access Protocol and Inclusive Pathways, may be used to seek alternative provision in some cases.

Please note that parents and carers can be issued with penalty notices if a child who has been suspended, contravenes the details set out in the Suspension / Permanent Exclusion Letter, as to their whereabouts during the first five days of suspension or permanent exclusion.

Section 103 Education and Inspections Act 2006 places a duty on Parents/Carers in relation to a suspended child; a parent has to ensure that their child is not present in a public place during school hours without reasonable justification during the first five days of each and every suspension or permanent exclusion.

Preventing Suspension Placement (PSP)

A PSP may be issued for a variety of reasons and may include loss of break times and/or lunchtimes or time working away from their peers for a set amount of time. An assistant headteacher will issue an PSP in discussion with the deputy headteacher or headteacher and determine how long this will be for on a case-by-case basis. These placements are utilised by the school to prevent suspensions taking place and will include opportunities for the pupil to reflect upon their behaviours and action plan moving forward.

Trust Internal Placement (TIP)

When a child is at risk of suspension, as well as following the Dudley Inclusive Pathways graduated response, the school may decide to send the child to another school within our Multi-Academy Trust. This placement will be for a fixed period of time, ascertained by the headteacher and unique to individual cases. It would be a mini-managed move in effect, to see if the child's behaviour improves in another context. In the event of this occurring the Multi-Academy Trust Behaviour Policy will be referred to in order to move forward after the fixed term period ends.

9. Support with behaviour

Teaching and Learning

The development of social, emotional and behavioural skills are an essential part of our curriculum. When trying to improve behaviour we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practised. There are regular explicit opportunities for learning about how to act in keeping with the school's behaviour principles

For example, the development of pupils' social, emotional and behaviour skills will be achieved through:

- A structured programme across all years in PSHE
- Within the pastoral support programme.
- Within the online safety curriculum
- Throughout school assemblies

Visual Timetables

All classrooms at Priory Primary School have a prominent, interactive class visual timetable that is referred to throughout the school day (See Appendix 7). It is an important teaching tool, helping to:

- Develop memory and recall skills. Seeing the structure of the day can help with memory skills for pupils who think better in pictures than in verbal language
- Teach organisation and independence skills. Pupils self-check what they should be doing and where they should be
- Reduce challenging behaviours. Pupils learn to navigate their day by showing lessons, calm or choice times, sensory breaks, and home time. This helps to reduce stress and anxiety.

Some pupils may also need individual timetables to refer to and/or Now and Next boards.

Classroom Calm Corners

Considering the significant relationship between feelings and learning, support for emotion regulation occupies a valuable place in the classroom. Every classroom at Priory Primary School has a Calm Corner, where pupils can take a moment to decompress, pause, or think about making

different choices. This gives the pupil a chance to reset and return to learning without much adult intervention or disturbance to teaching and learning.

It is important for pupils to recognise their feelings and learn to self-regulate their own emotions and behaviours. They need to recognise when they are upset or bored or perhaps just avoiding work and understand how their behaviour affects others. It is powerful when pupils discover how to manage their own behaviour and emotions rather than having an adult direct it for them. We teach pupils good coping and regulation strategies so that they can help themselves when they experience emotions such as anxiety or stress; tools which will support them in later life.

Priory Primary School uses the '**Zones of Regulation**' to help develop pupils' skills in the area of self-regulation and provide a framework for consistent strategies and use of language across the school. Pupils learn to recognise when they are in different zones and how to change or stay in the zone they are in (Appendix 8).

In addition, pupils:

- gain an increased vocabulary of emotional terms so that they can explain how they are feeling;
- gain insight into events that might make them move into the different zones e.g. disagreement with a friend, a certain subject being taught or a fire drill;
- understand that emotions, sensory experiences, physiological needs (e.g. hunger/lack of sleep) and environments can influence which zone they are in;
- develop coping strategies and problem-solving skills linked to their emotions;
- identify a range of different calming and alerting strategies/tools that support them. Tools identified may be personalised sensory supports, calming techniques or thinking strategies.

Nurture Provision

An essential aspect of the SEMH Pathway is our nurture provision. At Priory we have varying levels of nurture support available. This provision takes place in 'The Cove', led by the Assistant Headteacher for Inclusion and spearheaded by the Pastoral Team.

The Cove provision is for our pupils who need a little bit of extra daily/weekly support over and above what the class teacher and the classroom environment is able to provide.

The Cove aims to remove obstacles to successful learning and to equip all pupils with the confidence and skills to be enthusiastic learners and effective members of the community. Staff in The Cove provide an environment which develops the social and emotional health and well-being of pupils that may need extra support. They are flexible in their approach and utilise structured and tailored interventions to suit the needs of each individual child and circumstances. This could be listening and talking to children on a variety of pastoral issues, for example: self-esteem and confidence, bereavement, managing feelings, anxieties/worries, separation and social skills, to responding to situations as they arise within school, meeting with parents/carers to discuss issues relating to their child and to 'signpost' families to outside services for appropriate provision and support.

11. Child-on-child abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow our safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures

put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

Child-on-child abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’. It is more likely that boys will be perpetrators of child-on-child abuse and girls victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

Child-on-child abuse can take many forms, including:

- physical abuse such as shaking, hitting, biting, kicking or hair pulling;
- bullying including cyberbullying, prejudice-based and discriminatory bullying;
- sexual violence and harassment such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- up skirting, which involves taking a picture under a person’s clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) including pressuring others to share sexual content;
- abuse in intimate personal relationships between peers (also known as teenage relationship abuse) - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse;
- initiation/hazing – used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond.

Different gender issues can be prevalent when dealing with child on child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Investigating allegations

All allegations of child on child abuse will be recorded via CPOMS. A DSL has oversight of these reports. We will go through the following process in dealing with allegations:

- **Gather information** - children and staff will be spoken with immediately to gather relevant information by a member of the pastoral team
- **Decide on action** - if it is believed that any child is at risk of significant harm, a referral will be made to children’s social care. The DSL will then work with children’s social care to decide on next steps, which may include contacting the police. In other cases, we may follow this policy alongside the Safeguarding and Child Protection Policy.
- **Inform parents** - we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children’s social care and/or the Police before parents are contacted.
- **Recorded** – all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing (using CPOMS as far as possible). The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.

Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2021.

11. Search, seizure and confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes or bags is deemed appropriate, a search may be carried out by the senior leadership team, or staff authorized by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched and screened. This includes the individual needs or learning difficulties of pupils with SEND and making reasonable adjustments that may be required.

The Headteacher or Deputy Headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained which safeguards the welfare of all pupils and staff with support from the designated safeguarding leads. They will also ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school behaviour policy, or is evidence in relation to an offence and may confiscate, retain or dispose of pupil's property as a disciplinary sanction as long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the school behaviour policy. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission, the school may impose a sanction for failing to follow a reasonable instruction.

The senior leadership team and other members of staff authorised by them, have the power to search a pupil without the pupil's consent if they suspect they are in possession of prohibited items. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images

- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil)

A member of staff can use reasonable force to search for any prohibited items. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When conducting a search, pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable.

Records should include:

- the date, time and location of the search,
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

12. Lunchtime behaviour systems

Children are expected to be ready, respectful and safe at all times of the day and in all areas of the school site. Staff working at lunchtime will provide opportunities that will engage the pupils and encourage them to interact socially, play well together, stay active and pursue any interests.

Any incidents of inappropriate behaviour occurring at lunch should be dealt with by the staff on duty and the class teacher informed at the end of the lunchtime (using the behaviour incident log). To ensure consistency across school, staff on duty will follow the same response pathways as laid out earlier in this policy.

When inappropriate behaviours are displayed at lunchtime the following process is adhered to:

- The closest member of staff intervenes using the 30 script.
- If the behaviours are repeated a behaviour incident log will be written and passed to the teacher at the end of lunch.
- If the behaviours are unacceptable/extreme, they will be addressed in the same ways as the policy states early in this policy.
- A behaviour incident log will be completed and passed to a learning mentor.
- Children displaying these behaviours will be taken to reflection time which is staffed daily by a member of the school leadership team.
- Depending on the time within lunch and the severity of the incident, the learning mentor and/or school leaders may allocate the pupil to additional time in reflection.
- Learning mentors will investigate the incident whilst the pupil is in reflection time and update CPOMS with the incident details.
- Incidents will be recorded via CPOMS where appropriate by the pastoral support mentor and communicated to the class teacher for this to be communicated with parents after school.

13. Application and scope of this policy

This behaviour policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. When applying the policy, we will consider individual pupil's needs and circumstances, in particular: age, race, religion and culture and SEN, disability and the circumstances of other vulnerable pupils.

We will:

- ensure staff members are well informed about cultural differences in behaviour and their implications;
- support newly-arrived pupils in understanding and following the behaviour policy;
- take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance;
- make reasonable adjustments in the application of our behaviour policy to pupils with additional needs;
- make special educational provision for pupils whose behaviour related learning difficulties call for it to be made;
- ensure that all those in contact with the pupil know what has been agreed;
- enlist the help of specialist agencies to help make an assessment and suggest additional strategies, where appropriate.

14. Monitoring & Evaluation

The school's Senior Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Senior Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Senior Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

Appendix 1 - Fantastic walking/movement in and around school

- Pupils are taught to walk around the school with a sense of pride. Our routine of Fantastic Walking is: walk tall, head up, chin up, chest out with a purposeful stride and hands behind their back/smartly by side.
- All movement in and around school should be purposeful.
- Pupils following the expected routine should always be recognised with a “Fantastic Walking!” response
- Pupils not behaving appropriately should be encouraged to do so with a scripted response:
 - ‘You know the rule for walking around school. This is how we do it here. Fantastic Walking. Thank you for listening.’
- If the pupil responds positively, this should be recognised with a positive comment:
 - ‘There you are, you can walk sensibly. Well done!’
- Pupils observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded.

Movement around school - suggested procedures for large groups

- Call the group together
- Give out any instructions and set expectations.
- Make sure all pupils are settled before setting off
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a pupil to hold the door for others to pass through
- Walk to the left-hand side of the corridor
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.

Movement around school - suggested procedures for individual children

- Choose appropriate individuals for messages
- Make sure messengers know that they can enter any classroom
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work what is expected of them as they move around the school. Ensure that they do know where they are going.

Appendix 2 - House point System

All our pupils at Priory Primary School are part of the house system and allocated to one of our four houses:

- Diamond
- Emerald
- Sapphire
- Ruby

We believe this gives our pupils an increased sense of community and belonging. Each point they earn individually is also a point for their house. These points are added to their house tally chart in their class and contribute to the overall house points across the school.

We aim to celebrate our pupils' achievements in and out of school. We recognise the importance of attendance. House points can be earned for **behaviour, attitude, effort, contribution, attendance** and **achievements** in school.

There is a house point menu in place which changes on a termly basis and enables us to reward pupils linked to school priorities. Please see below an example of one of our recent house point menus:



In addition to this, weekly attendance, sports days and other in school events lead to the building of house points and the winning house each term and year benefits from an in-school rewards such as additional playtime, wearing house colours and going to lunch first and early.

Appendix 3 – 30 Second Script/Restorative Follow Up

30 second intervention:

- Gentle approach, personal, non-threatening, side on, eye level or lower;
- State the behaviour observed and which rule it contravenes;
- Tell the learner the consequence, refer to previous good behaviour as model;
- Walk away from the learner, allow them time to decide what to do next. If there are comments, note them down to follow up later;

30 second script:

- I noticed you are...
- It was the rule about...
- You have chosen to...
- Do you remember last week when you....
- That is who I need to see today...
- Thank you for listening.

Reparation Meeting

- A reparation meeting with the teacher and pupil should take no longer than 5 minutes and cannot be delegated to a colleague.
- It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.
- The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson.
- Reparation will not give the adult the instant satisfaction that comes from punishment. It will give a platform to build relationships that change and improve behaviour for the long term.

A good reparation meeting is often structured in 5 steps

Choose from:

- What happened?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

If pupils clam up:

- Ok, imagine if there were...
- 1-10 how angry were you?
- I can see that you aren't quite ready to talk...

Behaviour follow up is everything!


Appendix 4 – ABC Chart

ABC (Antecedent, Behaviour, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behaviour	Consequence
Date/Time when the behaviour occurred	What activity was going on when the behaviour occurred?	What happened right before the behaviour that <u>may</u> have triggered the behaviour?	What the behaviour looked like?	What happened after the behaviour, or as a result of the behaviour?

Appendix 5 – Individual Behaviour Charts – Behaviour Monitoring

Charts will be personalised to take account of specific targets and interest areas.




Positive Behaviour Monitoring

Name											Targets	
Week											1. Complete all the work set to as best you can	
Start Date											2. Speak to all adults and children kindly	
Review Date											3. Listen to adults in school and follow instructions	

Day	Session										Phase Leader	Parent
Monday	Registration	Phonics	English	Maths	Lunch	PLT	Lesson:	Lesson:	Story/exit			
Tuesday	Registration	Phonics	English	Maths	Lunch	PLT	Science		Story/exit			
Wednesday	Registration	PPA:	PPA:	PPA:	Phonics	Lunch	English	Maths		Story/exit		
Thursday	Registration	Phonics	English	Maths	Lunch	PLT	Lesson:	Lesson:	Story/exit			
Friday	Registration	Phonics	English	Maths	Lunch	Lesson:	Lesson:	Lesson:	Story/exit			

Signed		
Pupil		Parent
		Complete all the work set to as best you can
Teacher		Leader
		Speak to all adults and children kindly.






Persistent Disruptive Behaviour Record

Name						Codes	
Class						✓	No disruption
Date						X	Disruptive incident

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration					
Lesson 1					
Lesson 2					
Breaktime					
Lesson 3					
Lunchtime					
Lesson 4					
Lesson 5					
Home time					

Appendix 6 – Pupil Reflection Sheets

 <p style="text-align: center;">BEHAVIOUR REFLECTION</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><p style="text-align: center; color: blue; font-weight: bold;">Golden Rules for Choosing a Good Solution</p><div style="display: flex; justify-content: space-around; font-size: small;"><div style="text-align: center;">It makes me feel better </div><div style="text-align: center;">It doesn't hurt me or anyone else </div></div></div> <p style="color: blue; font-weight: bold;"><i>Understanding my behaviour will help me make a better choice next time.</i></p> <p>Name: _____ Class: _____ Date: _____</p> <p>1. Who was involved? _____ _____</p> <p>2. What happened? _____ _____ _____</p> <p>3. The school rule I broke was?</p> <p style="text-align: center;"><input type="checkbox"/> Be Respectful <input type="checkbox"/> Be Safe <input type="checkbox"/> Be Ready</p> <p>3. Why is this behaviour unacceptable? _____ _____ _____</p> <p>4. My emotions at the time was in theZone? I felt:</p> <p style="text-align: center;"><input type="checkbox"/> Angry <input type="checkbox"/> Sad <input type="checkbox"/> Confused <input type="checkbox"/> Embarrassed <input type="checkbox"/> Hurt <input type="checkbox"/> Lonely <input type="checkbox"/> Jealous <input type="checkbox"/> Scared</p> <p style="text-align: center;">Other: _____</p> <p>5. A better thing to do when I feel this way next time... _____ _____ _____</p> <p>Completed with _____</p>
--	---

Appendix 7 – Visual Timetables

A visual timetable shows what is happening over a certain period of time in a visual way. It might use real photographs, cartoon pictures or symbols. It could show a short amount of time e.g. what is happening now and what is going to happen next or it could show longer periods, such as the plan for part of, or all of the day. Simply, a visual timetable shows the plan, in pictures.

Why use a visual timetable?

Children and young people with language difficulties and or social communication difficulties often have difficulties:

- Focusing their attention throughout the day
- Understanding their daily routine at home/school
- Moving (or transitioning) successfully and independently from one activity to another
- Remaining calm when they have to finish a preferred activity
- Remaining calm when they want to do an activity that they cannot do right now
- Coping with changes to their expected routine

How to Use a Visual Timetable

- At the beginning of the day, attach each symbol onto the visual timetable board with Velcro/ blue tac in the order that it will be occurring throughout the day. At the beginning of the day/each session, explain the activities that will be taking place. Allow the pupil to ask any questions about the plan.
- Once each activity has been completed, return to the visual timetable and take the finished activity symbol off the visual timetable and place it in the 'finished' box/ envelope. This helps the pupil know where they are up to. It is important to be consistent with the timetable and to keep using it.

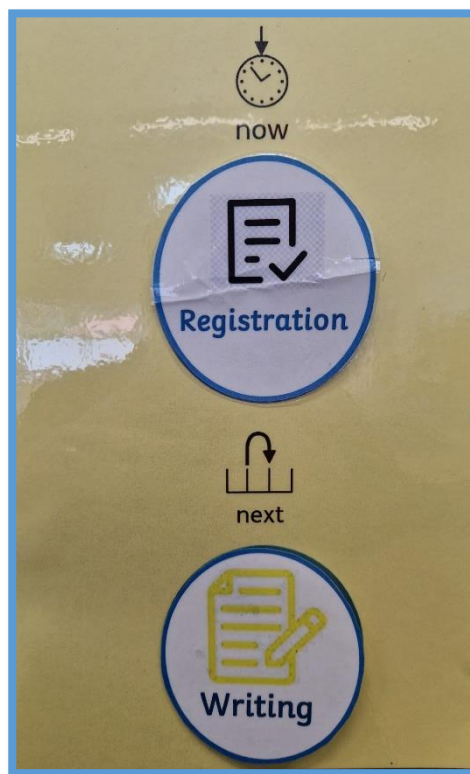
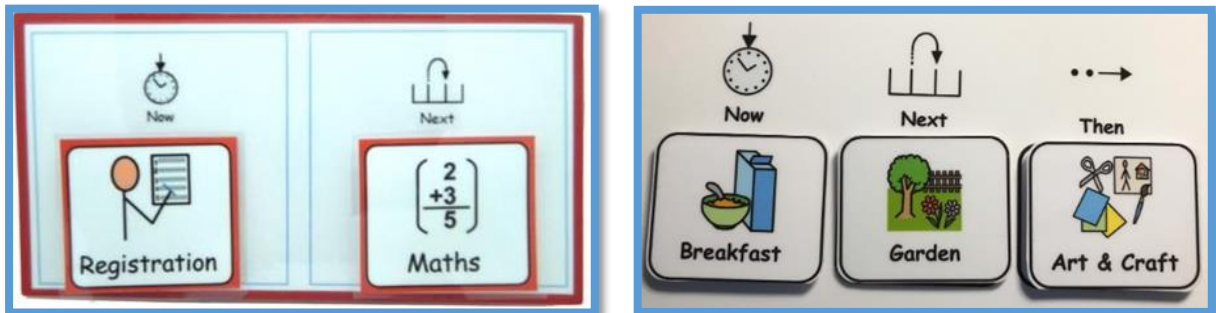
Our whole school visual classroom timetables

These are situated in every classroom either at the top or the bottom of the large interactive screen and are therefore visible to everyone in the class. Please see example below:



Now and Next Boards





A now and next board is a very much simplified visual timetable which has two activities or steps on it – what is happening now and what is happening next. This is useful for a child who isn't yet developmentally ready for a visual timetable; is learning the concept and vocabulary for 'now' and 'next'; or who has particular difficulty in moving from one activity to another.



Appendix 8 -Zones of Regulation

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help