



THE PRIORY  
LEARNING TRUST

# Behaviour and Anti-Bullying Policy

## PCSA Practices and Procedures

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#### **Achievements**

We must take every opportunity to use the rewards system to:

**Create a positive classroom environment for staff and students through the recognition of achievements.**

During lessons, achievements will be displayed on the Praise Board in the classroom and then logged on Class Charts. Further achievements in between lessons will be recorded on Class Charts directly.

These logs will be shared with students throughout the term during tutor time. Achievement postcards will be issued throughout the year. Student of the week is issued weekly for both Key Stage 3 and 4 students to celebrate excellent contributions to all aspects of school life. This will also be shared via PCSA's online presence. Throughout the year, achievements are celebrated with the year group by the Head of Year in assemblies, prizes and awards are issued during this time. In Year 11 students are issued with a 'Passport to the Prom'. Targets are set annually to ensure that students understand that their behaviour choices will affect their Prom attendance.

Postcards are prepared in the school office and sent home by post. Staff can make direct contact with parents/carers to inform them of individual achievements within their faculty.

Individual faculties and Heads of Year will generate their own certificates.

Students receiving the most positive recognition will also be acknowledged on the Wonder Wall.

Each Friday, staff will make at least 3 Friday Phone Calls (FPCs) to student who have demonstrated our values.

### **Personal Achievements – recognising heroes:**

We encourage all students to participate in a range of activities both in school and beyond. This is rewarded in various ways and most noticeably as part of TPLT Heroes campaign. The campaign, in combination with local businesses and North Somerset Council, rewards students within TPLT who have made a positive difference to their school or the wider community.

The Jill Dando Student Journalists create The Post newspaper and also use this to share student's personal achievements and successes across TPLT.

The school's values stress everyone's responsibilities to each other and virtues such as kindness and empathy. The school will find opportunities to praise and celebrate behaviour that shows pupils developing self-discipline and consideration for others.

### **Behaviour Consequences:**

Behaviour during lessons and social time, whilst travelling between lessons and within the community is an essential part of any student's life in TPLT. We pride ourselves on promoting positive behaviour choices during these times and students need to take responsibility for their actions. Individuals who fail to follow these instructions will be issued with a sanction linked to the nature of the incident. The Principal, Vice Principals, Assistant Principals and Heads of Year will issue these in accordance to the consequences detailed below.

Identifying and praising positive behaviours should be the starting point. However, if a student is unable to respond in an appropriate manner the following consequences will be noted.

<b>Consequences</b>	<b>Points</b>
<b>Verbal warning</b>	Name
<b>First warning (tick on board)</b>	P1
<b>Second warning (tick on board)</b>	P2
<b>Third warning (tick on board and parking within the faculty)</b>	P3 ('parked') – same-day school detention issued. Phone call home. Parents / carers are given notice via Class Charts.
<b>Non-attendance at detention</b>	Day spent within the Separated Learning Room (SLR).

Persistent poor behaviour in a lesson may result in the student being issued a learning card either by their teacher, subject Central Leader or Head of Year. Poor behaviour during detentions will lead to further staged consequences – this may include repeating the detention, a meeting with parents/carers and the Principal / Vice Principal / Assistant Principal. Repetitive poor behaviour will be reflected in their Attitude to Learning score in the next Praising Stars data window. All incidents of inappropriate behaviour must be logged on Class Charts.

Tutors may wish to send home behaviour logs to parents/carers. Keeping parents/carers closely informed is crucial if poor behaviour is to be rectified.

A build-up of behaviour points will result in the following staged procedure:

- Tutor phone call home
- Head of Year phone call home and monitor

- **Stage 1** – Head of Year Meeting and agreed Head of Year Contract (Stage 1).
- **Stage 2** – Meeting with the Head of Year and Pastoral Lead for that Key Stage (other members of staff may be present. A Stage 2 Pastoral Support Plan (PSP) will be issued.
- **Stage 3** – Meeting to take place with the Chair or Vice Chair of the Academy Council. A Stage 3 Pastoral Support Plan (PSP) will be issued.
- **Stage 4** – Permanent Exclusion
- Other support available throughout the process may include but is not limited to: Managed Transfer or alternative provision / learning card / intervention package in Return to Learn / engagement with outside agencies. These measures may be used at any point.

### **Same-day Parking Detentions:**

If a student is parked, they will be issued with a same-day detention. If a student fails to attend this detention, they will be required to spend the following day in the SLR. Parents/carers are notified of the detention via Class Charts, however contact home by the class teacher that day is essential.

### **Return to Learn (R2L):**

Return to Learn is our on site provision which provides additional support to students who may need varying levels of intervention. Students accessing Return to Learn will either have been referred by Heads of Year or, in line with our behaviour policy, be required to engage in relevant intervention as part of the Pastoral Support Plan process.

Students will be required to carry out either short term placements or timetabled sessions either 1:1 or in small groups. The aim is to provide students with effective tools and strategies to support them to return and remain in the mainstream classroom, accessing the curriculum and making their expected levels of progress.

### **Separated Learning Room (SLR):**

Students may be placed in the SLR for not attending their detention, poor choices across the day or for a one off incident in school or out of school (bring school name into disrepute). Whilst in the SLR, students will be required and supported to reflect on their choices and to build strategies that can be used by the student to avoid being in the situation again. Academic work will also be completed whilst in the SLR.

### **The Pastoral Support Plan (PSP):**

A Pastoral Support Plan is a document designed to support any student whose behaviour puts them at risk of exclusion from TPLT. Parents/carers and students are invited to discuss the behaviour which is causing concern, what the students can reasonably do to put it right and what additional support the school will put into place to help the student improve their behaviour.

### **Sanctions for issues outside of school premises and hours:**

The Principal / Vice Principals / Assistant Principals have the option to sanction any student acting in an inappropriate manner outside of the school grounds and/or not during school hours. This would fall under the category of **'bringing the school name into disrepute'**. Examples of this include students acting inappropriately outside the school grounds whilst wearing school uniform. This will be the case for any student seen smoking or vaping. This could be on the way to, or on the way home, from school. In some cases, students' poor behaviour outside of school grounds/hours would potentially initiate liaison between the school

and other authorities such as the designated Police Community Support Officer (PCSO) for the school.

All students are expected to behave appropriately in the local community whether during school hours or not and whether in uniform or not. As members of TPLT, students should consider the message they are giving to the public.