



**St John's Priory School
Banbury**

**BEHAVIOUR POLICY
(INCLUDING DISCIPLINE & SANCTIONS, SUSPENSION & EXCLUSION)
For Prep School and Early Years Foundation Stage**

Applies to:

This policy applies to all members of our school community, including those in our Early Years (EY) setting, extra-curricular activities inclusive of those outside of the normal school hours and our wraparound care provision. It covers activities both on and away from the school campus.

Available from:

This document is available to all interested parties on the School's website or from the School Office.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmistress. The proprietors will undertake a formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Related documents:

DfE Guidance 2022 (www.education.gov.uk) *Behaviour in Schools*.

This policy is part of a portfolio of policies associated with Safeguarding and must therefore, be read in conjunction with the other safeguarding policies.

E-Safety Policy

Anti-bullying Policy

Staff code of Conduct

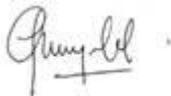
Responsibility:

The member of staff with overall responsibility for behaviour management in the whole school is Mrs Michelle Jenkin. The member of staff with overall responsibility for Anti-Bullying in the EYFS is Miss April Willis.



Michelle Jenkin: Headmistress

Reviewed January 2024



Giorgio Mystkowski: Chair of Proprietors

Reviewed January 2024

Next Review January 2026

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INTRODUCTION

At St John's Priory, we recognise the importance of promoting and encouraging good behaviour at all times. In addition to role models, in the form of staff and older children setting the examples, we recognise that it is necessary to educate children about the expectations that we, as a school, and the wider community have regarding behaviour and conduct.

By ensuring that expectations are made clear and adhered to by everyone within our school community, we can be confident in their implementation, which, in turn, creates a safe, respectful and happy learning environment for all. We are a caring community, whose values of respect, honest, courage and perseverance are built on mutual trust and respect for all, where every member of the school community feels valued and respected, and where each person is treated fairly and well. We encourage all members of the School to:

- consider the feelings of others;
- accept personal responsibility for their actions; and
- treat all property with due care irrespective of its ownership.

We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims.

All staff are made aware of their duties under the Equality Act 2010 to make reasonable adjustments in the treatment of children according to their specific educational needs and disabilities.

At no time does St John's Priory School use or threaten corporal punishment.

AIMS AND OBJECTIVES

We aim to encourage pupils from the earliest age to adopt the highest standards of behaviour, principles and morals, including the concept of right and wrong. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. Throughout, we aim to:

promote trust and mutual respect for everyone;
promote good relations and good manners between everyone;
have a strong partnership with parents with regard to behavioural expectations;
ensure that our children understand what behaviour is acceptable and what is not; and

- In order to create a culture of exceptional behaviour that will stay with our pupils through their education and beyond, we:
- curate an environment where achievements at all levels are acknowledged and valued;
- encourage independence and self-discipline, so that each child learns to accept responsibility for their own behaviour.
- apply a fair and consistent approach to behaviour expectations and management throughout the School;
- encourage parental cooperation and involvement;
- make clear expectations of acceptable behaviour; and
- adopt a zero-tolerance approach to bullying, racism, homophobia and any other form of discrimination.

Our School values are crucial in underpinning the School's expectations in relation to behaviours.

respect | honest | courage | perseverance

Staff development and support

The School is committed to supporting staff through discussing pupil individual needs during staff orientation and staff meetings and discussing behaviour management issues with staff responsible for specific pupils.

Positive behaviour management

Inherent in the way we manage behaviour is an underlying respect for the individual person. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Encouragement and support are seen as the basis for developing acceptable behaviour within the School. Staff will not use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is infinitely preferable to negative responses to poor choices. Children will know that sanctions are applied justly and in a consistent manner and that distinction will be made between serious and minor offences.

Behaviour and communication with parents

Communication with parents is essential to good behaviours in School. Notes home, merits and communication from teachers all offer feedback regarding positive behaviour. Wherever possible, in the event of negative behaviour, this will be relayed to parents on the day the incident occurs. Parents will also get information regarding behaviours at parents' evenings and through formal reports.

It is important that communication with parents remains a fundamental aspect of promoting positive behaviour in school. It is important too, that parents are made aware when their children's behaviour has not been as positive as it could be. Class teachers will inform parents of poor behaviour and discuss at ways in which to support any behavioural needs, informally in the first instance.

ROLES AND RESPONSIBILITIES

All staff support the aims in terms of the behaviour expectations and management of the School.

Role of the teacher

Class teachers and specialist teachers are responsible for the management of the behaviour of the class, using the systems detailed in this policy. Teachers will achieve this by:

- being calm and having high expectations for the good behaviour of all pupils at all times;
 - striving to ensure that all children work to the best of their ability;
 - treating all pupils fairly and showing concern and respect for them;
 - using praise rather than criticism to guide;
 - reporting to parents if there are concerns about the behaviour or welfare of a child in line with the School sanctions;
- linking with after school clubs to ensure effective communication takes place;
- preventing bullying through proactive management and interactive teaching and learning;
- using age-appropriate communication of the school ethos, culture with regard to behaviours; and
- where necessary, escalate matters of behaviour to the leadership team.

Role of the Head of Early Years

Responsibility for behaviour management in Little Conkers (Early Years) lies with the Head of Year Years, who ensures that the standard of behaviour acceptable to the School are upheld and maintains day-to-day discipline in Early Years, including making rules and enforcing them in an age-appropriate manner.

Role of the Headmistress

The Headmistress has overall responsibility for behaviour management. She determines the details of the standard of behaviour acceptable to the School, having responsibility for maintaining day-to-day discipline in the School, which will include making rules and provision for enforcing them. The Headmistress will also offer support and guidance to teachers faced with challenging behaviour.

Role of Pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. As part of supporting our pupils, we ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Role of the parents/carers

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the School. They are expected to work in close partnership with the School, offering information that will benefit the teachers and leadership team and reinforce a positive attitude towards school for their child. Parents/carers agree to:

- inform the School of any changes in circumstances that may affect their child's behaviour; and
- discuss any behavioural concerns with the School promptly.

By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to cooperate with the school, as set out in the home-school agreement.

IMPLEMENTATION

Positive Reward System: Early Years

In Early Years, adults give lots of praise and regularly demonstrate desired behaviour through role-play. We celebrate and reward positive behaviour through:

- Stickers - collated on their personal sticker chart and leads to a further reward when complete
- Merits awards
- Positions of responsibility
- Acknowledgment by other staff – children demonstrating exceptional positive behaviours will visit the Headmistress and be award a golden Headmistress award.

Positive Reward System: Prep School

Each child is allocated to a House (Mars, Jupiter, Saturn and Neptune) and can earn House Points for a range of reasons, including positive behaviour. Every class operates the same system to ensure consistency of behaviour across the school. At the end of each full term, the scores for House Points

are collated and the winning House is awarded the House Cup. Below are a few examples of behaviours that may be rewarded and for which House Points can be awarded:

honesty | responsible behaviour | fairness | respect | kindness | helpfulness | friendliness | courtesy

We celebrate and reward positive behaviour through:

- Merits awards
- Positions of responsibility
- Acknowledgment by other staff – children demonstrating exceptional positive behaviours will visit the Headmistress and be awarded a golden Headmistress award.

STANDARDS OF BEHAVIOUR

Our School demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lessons but behaviour which does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings the school endeavours to ensure that staff apply all standards fairly and consistently.

The School environment

We are aware of the impact of a school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The children are encouraged to take responsibility for keeping the school clean, tidy and attractive.

In order to maintain a happy, safe, working environment in which staff and pupils can perform to the best of their ability we expect all members of the preparatory school to conform to the following code of conduct.

Pupil code of conduct

We wish to promote a school environment where all pupils have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;

- pupils should move from lesson to lesson quickly, but calmly so that they are punctual;
- to benefit fully from lessons pupils should have all necessary equipment and books.
- pupils will aim for positive self-esteem alongside concern for the well-being of others;
- understand and adhere to school rules;
- ensure our Values permeate the school day;
- demonstrate high expectations, both in work and in play, curating a positive attitude to learning for life;
- acknowledge that all have a right to attend school without the fear of being bullied;
- know that praise rather than blame, is the norm;
- pupils will leave classrooms clean and tidy;
- pupils will adhere to the school uniform/dress code and rules on personal appearance;
- pupils will show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with;
- pupils will refrain from physical contact with one another;

- pupils will not display disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School;
- report any incident of bullying to an adult immediately. (See the Anti-bullying Policy.)
- respect School or personal property. Intentional damage will result in contact with parents to seek reimbursement of the cost of repairing the damage.

Unacceptable behaviour

Children are encouraged to accept responsibility for their own behaviour and are expected to behave in a manner that will maximise their learning opportunities - and those of their peers. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Headmistress will be informed. Examples of unacceptable behaviour include, but are not limited to:

- that which can damage/hurt (in *any way*) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few in number and are stated positively and clearly. Children understand why they exist and the consequences of breaking these rules.

Our school is opposed to discrimination on the basis of any protected characteristic and believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

Zero-tolerance approach to Prejudice-based and Discriminatory Behaviour

We adopt a culture and ethos is inclusivity and the School takes a zero-tolerance approach to discriminatory or prejudice-based actions. Alongside the importance of inclusivity to our School ethos, under the Equality Act 2010, schools have a duty to eliminate discrimination against pupils due to factors including race, faith, sex/gender, homophobic, transphobic or disability.

The School will ensure that all incidents of prejudice based and/or discriminatory behaviour are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Our response will be proportionate, considered, and supportive, and decided on a case-by-case basis.

Racist, sexist, homophobic or discriminatory behaviour is considered serious misbehaviour.

Behaviour outside school

Pupil's behaviour outside school on educational visits and sports fixtures is subject to the School's Behaviour Policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in School. Parents sign an agreement before pupils attend residential visits which acknowledge; in cases of serious bad behaviour, they will be obliged to collect their child from the venue.

PHYSICAL INTERVENTION

In accordance with the *Use of Force to Control or Restrain Children as set out in the Education Act 1996*, under no circumstances will physical force or corporal punishment be used or threatened as a form of punishment. Unwarranted physical force is likely to constitute a criminal offence. However, staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline, and then only as a last resort when all efforts to diffuse the situation have

failed. Another member of staff should, if possible, be present to act as a witness and staff should have regard to the health and safety of themselves and others.

All incidents of the use of physical intervention and any subsequent actions should be notified immediately to the Headmistress and the DSL.

In all cases where physical intervention is deemed necessary, parent/carers will be informed on the same day (or as soon as reasonably practicable) and the incident and subsequent actions will be logged on the Incident Report.

SANCTIONS

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we recognise that it may be necessary to employ a number of sanctions to enforce our expectations and classroom rules to help ensure a safe learning environment. When dealing with all forms of inappropriate behaviour, staff employ following;

- state the behaviour that was observed and which rule/expectation it contravenes;
- tell the pupil what the consequence of their action is.;
- refer to previous good behaviour/learning as a model for the desired behaviour;

The consequences of any misbehaviour should be proportionate and logically related. Under no circumstances is it an appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The choice of sanction to be used depends on the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. If a child is disruptive in class, the teacher verbally reprimands him or her.
- If a child misbehaves repeatedly, we may remove the child for the remainder of the lesson and supervise the child away from the rest of the class until they calm down and are in a position to work sensibly and appropriately again with others.
- We expect children to try their best in all activities. If they do not do so, we may ask them to return to a task.
- If appropriate, a letter of apology or explanations for behaviour are required from the miscreant.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Disciplinary action should be proportionate and appropriate to the misdemeanour and should take place as quickly as possible. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. In our School, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of their own behaviour.

- Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child.
- The child may be required to miss some of their break time to consider their actions by completing a reflective task.
- Amongst older children, normal sanctions include verbal reprimands, loss of rewards, favoured activities, playtimes, etc.
- Major breaches of discipline e.g. discrimination, bullying, physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc are dealt with firmly by the Headmistress and reported to the parents.

Parents may be asked into school to discuss their child's behaviour. In rare cases, letters and phone-calls are made to parents and parents may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing either the child or other children at risk.

Restorative Practice

After poor behaviour, the follow up conversation will be conducted using the principles of restorative practice. The teacher will encourage the pupil to reflect on their actions and how they can improve in future rather than apportioning blame and negativity.

Supporting children in self-managing their behaviour

Pupils need to have set boundaries of behaviour for their own safety and the safety of their peers. In our school, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of their own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the pupil untouched, i.e. by avoiding sarcasm or words that might humiliate the child.

Restrictions on the pupil's natural impulse to explore and develop her own ideas and concepts are kept to a minimum. Sanctions applied in the case of unacceptable behaviour, take into account the age and stage of development of the pupil. The sanctions given at the time the misbehaviour occurs (or soon afterwards), are relevant to the action and are fair. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Early Years Foundation Stage (EYFS)

We recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. We recognise that under the Statutory Framework for the Early Years Foundation Stage, we are responsible for managing behaviour in an appropriate way. In the EYFS our behaviour management strategies are, wherever possible, positive. It is expected that all staff members who work in the EYFS will use and promote positive language with children where possible. In EYFS, a child will normally be gently redirected. If unacceptable behaviour persists, he or she will be withdrawn from the group for a short period, and if necessary, taken to another room to calm down. Our behaviour management strategies at St John's Priory School EYFS are based on the following key principles:

- we model expected behaviour;
- we use eye contact with children;
- we use our body language as well as our words;
- we use specific praise to reward positive behaviour;
- where possible, we ignore negative or attention seeking behaviour;
- we phrase our requests in a positive manner;
- we promote independence and responsibility;
- we use our knowledge of each child as an individual;
- we do not make assumptions about young children's understanding;
- we empower children to choose the right course of action.

Consideration of Special Educational Needs in relation to behaviour

Prior to considering sanctions, the School will always take into account any Special Educational Needs that pupils may have and make reasonable adjustments as are appropriate. If in such instances sanctions are deemed appropriate, the sanction chosen will also take the Special Educational Needs into account to ensure that it is reasonable for that pupil.

SERIOUS MISBEHAVIOUR

Any serious incident where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Headmistress and entered in the Behaviour & Incident Log.

Such incidents will be followed up by a meeting with the parents/carers and continued monitoring by the Headmistress. If the behaviour of the child does not improve it may lead to a temporary exclusion.

Suspension & Exclusion

In extreme cases for persistent inappropriate behaviour or for incidents of gross misconduct, the Headmistress may suspend (for a fixed period) or exclude the pupil from school permanently. (In all cases, it is the Headmistress who will decide what is to be considered gross misconduct.

A pupil may be formally excluded from the School if it is proved on the balance of probabilities that the pupil has committed a very grave breach of School discipline or has committed a serious offence.

Exclusion is reserved for the most serious breaches. In such cases, the Headmistress shall act with procedural fairness and parents will be fully informed of the process. The decision to exclude shall be subject to review by the Proprietor if requested by parents. The pupil shall remain away from School pending the outcome of the review. If a student is excluded, there will be no refund of the registration fee or of School fees for the current or past terms. There will be no charge to fees in lieu of notice but all arrears of fees and any other sum due to the School will be payable.

The School emphasises the intervention and support expected of parents in this process, which is why parents will be involved and informed at earlier stages in the disciplinary policy. However, there are occasions where an incident is deemed so severe that the Headteacher determines that a pupil should be expelled.

Neither sanction is used lightly and the power to suspend or exclude a pupil may only be exercised by the Headmistress. The Headmistress keeps a record of any child who is suspended for a fixed time or permanently excluded. It is the responsibility of the Proprietors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Appendix A details a non-exhaustive list of the sorts of serious misbehaviour which could merit a suspension or expulsion

Removal from school in other circumstances and withdrawal of school place

Parents/carers may be required, during or at the end of a term, to remove a pupil from the School if, after consultation with the pupil and parent, the Headmistress is of the opinion that by reason of the pupil's past conduct or attitude to learning, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School, has an accumulation of offences or has failed to respond to School discipline or at the Headmistress' discretion should it be considered that continued attendance would be detrimental to the School community, or if a parent has treated the school or members of its staff unreasonably. In these circumstances, parents may be permitted to withdraw the pupil as an alternative to the removal of place being required. The Headmistress shall act with procedural fairness in all cases and shall have regard to the interests of the pupil and parents as well as the School.

UNACCEPTABLE SANCTIONS / PUNISHMENTS

Sanctions that are humiliating or degrading will not be used. The following sanctions / punishments will *never* be used:-

- Corporal punishment or threat of corporal punishment
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink
- Enforced eating or drinking
- Prevention of contact by telephone parents or any appropriate independent listener or helpline
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child

Concerns about the welfare of colleagues or children should be communicated to the Headmistress immediately.

Corporal punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. It is our School policy that under no circumstances will corporal punishment ever be used or threatened to be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the School premises. The prohibition applies to all members of staff. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors.

BEHAVIOUR AND SANCTION LOGS

The School maintains a record of incidents of misbehaviour. All incidents reported on an Incident Report form will be entered onto the Behaviour Log by the Headmistress or DSL. In particular, any incident where aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Headmistress who records those incidents where a child is sent to her on account of poor behaviour.

The Headmistress keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

The overwhelming majority of disciplinary offences are managed within school and, as such, are not mentioned in school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the School to record the transgression(s) on the transfer report.

MANAGING PUPIL TRANSITION

Joining the School

Before an offer of a place is made for a child to join our School, all prospective pupils are required to attend taster days, to enable the School to determine the suitability and fit of the School for the child. Parents/carers must complete admissions documentation, in which they are required to detail any issues or concerns, including behavioural matters, in relation to the child. In addition, where applicable, we will also contact the child's previous settings to obtain a reference, which includes a request for details any behaviour concerns or incidents. The School has the ultimate right to offer or refuse a place at the School.

In-School Transitions

We carefully manage the transition of the children, not only from EYFS through to Key Stage 1 and to Key Stage 2 but also in preparing children for their senior school placement in Year 7. A particular strength of our school is the relationship staff develop with the children and families. Children always have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally.

Moving On

We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools. The Headmistress visit prospective senior schools in order to ensure a smooth transition for the children. Not only are children prepared for the academic transition of moving to senior school, but also the social aspect. Prior pupils are encouraged to come back to talk to Year 6 pupils about their experiences.

LIAISON WITH PARENTS AND OTHER AGENCIES

We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents/carers to provide additional support. St John's Priory School also has access to educational psychologists and the educational welfare service at the local authority. The School has a good working relationship with the local authority and complies with their safeguarding procedures.

MALICIOUS ACCUSATIONS AGAINST STAFF

On the rare occasions where it can be proved that the allegation against a member of staff has deliberately been invented or is malicious, the Headmistress will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously. St John's Priory School takes disciplinary action against pupils who are found to have made malicious accusations against staff which, if necessary, may include exclusion.

EQUAL OPPORTUNITIES

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of any protected characteristic. St John's Priory School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely.

APPENDIX A: Serious behaviour which could merit suspension (for a fixed period) or permanent exclusion.

PLEASE NOTE THAT THESE LISTS ARE NON- EXHAUSTIVE

Examples serious misbehaviour which could merit a <u>suspension</u> are:	Examples serious misbehaviour which could merit an <u>expulsion</u> are:
<ul style="list-style-type: none"> • Sustained challenge to the authority of a member of staff; • Persistent defiance of school rules; • Persistent types of behaviour which cause offence to others, e.g. personal comments/name calling; • Acts of vandalism • Minor physical violence; • Foul language 	<ul style="list-style-type: none"> • Any repeated or sustained course of conduct which has previously led to a suspension; • Actual or threatened physical assault against pupils or adults; • Verbal abuse/threatening behaviour against pupils or adults; • Severe or persistent bullying, both verbal and physical, harassment or abuse; • Deliberate damage to property; • Theft; • Persistently disruptive behaviour; • Parental behaviour; • Substance misuse or bringing any illegal substances in to School; • Bringing dangerous objects in to School; • Sexual abuse or assault or any inappropriate sexual activity; • Making malicious accusations against staff; • Victimisation of pupils; • Damage to school property or the property of others; and/or • Malicious accusations against staff.