

BEHAVIOUR POLICY

Prior Park Gibraltar

Policy Owner Deputy Head, Operations and Pastoral	Applies to Prior Park Gibraltar (PPG)	Superseded documents Behaviour Policy v2
Associated documents Safeguarding Policy Uniform Policy Mobile Device Policy Exclusions Policy Complaints Policy Equity, Diversity and Inclusivity Policy PLD Policy Drug and Substance Abuse Policy Anti-Bullying Policy Restrictive Interventions Policy	Review frequency Every two years (unless the legislation/regulations update before this time) Implementation date 1 September 2026	Legal Framework KCSIE 2026 Working together to safeguarding children 2026

This policy is reviewed biennially, or more regularly as required, prior to approval by Trustees (if applicable)

Last reviewed by:	Deputy Head, Operations and Pastoral (Ms C Devincenzi-Clemens) and Head (Mr P Martyn)
Date last reviewed:	August 2026
Approved by Trustees:	Approved by SLT
Date last approved:	25 August 2026
Date for next approval:	September 2028

1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and Prior Park Paragon (PPP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park Gibraltar (PPG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity – Generosity – Courage.

2. Context

Prior Park Gibraltar is a community built on Christian values, with emphasis on mutual respect, co-operation, and use of talents. The school promotes a policy of positive teaching, seeking to foster and reward constructive student contribution. Underpinning this is a philosophy of assertive discipline, with clear and agreed standards and expectations. Our aim is to create a positive atmosphere that fosters achievement and the happiness of all members of the community. We aim to reward endeavour and success, stressing the benefits of positive behaviour, and will counter misbehaviour to safeguard the community and the individual.

This policy is intended to give clarity about our expectations and to promote the welfare of all students and to protect them from discrimination and harassment (whether this is based on race, gender, disability, nationality, culture, religion, sexual orientation or other factors). We aim to promote tolerance and acceptance of the diversity essential to a successful community. We aim to promote attitudes that will allow people to function well in the school and in the wider community. This is supported by work in Houses, in Tutor groups, through taught PSHCE and through school and tutor group assemblies, all seeking to foster positive and thoughtful behaviour.

3. Objectives

The objectives of the Behaviour Policy;

- a happy working and social atmosphere which nurtures good relations between staff and students (and which generates parental confidence)
- a stable community, resolute in its requirements for positive standards of work and behaviour
- clear guidelines known to all, so that objective and consistent decisions can be made, both in regard to positive behaviour and to breaches of school rules and regulations.
- a balance between community needs and individual needs
- a staged response, with punishments and rewards appropriately allocated and recorded appropriately. A system capable of informed review and development
- a clear process for handling major disciplinary issues
- a clear process for appeals, available to parents and students as appropriate

Our approach is expressed in the trust-wide statement **The Prior Way**;

1. Treat other people as you would like to be treated
2. Forgive
3. Share
4. Be honest
5. Listen
6. Show good manners
7. Be kind and helpful
8. Be your best self.

4. School Rules

The broad **School Rules** are stated in the School Diary and Community Handbook:

1. Students should know the rules and regulations, accept the ethos of the school and supporting it. Students should strive to make the most of every opportunity
2. Students must respect the Law of the Land and observe it
3. Students should be honest and trustworthy, respecting property, both personal and communal, and being truthful
4. Courtesy, respect and consideration should always be demonstrated. Punctuality, politeness and correct speech must be emphasised. Other people must be respected
5. Uniform should be worn properly, and students should be neat, clean and tidy. A business-like appearance is required
6. Conduct should be responsible. Personal relationships must be conducted in a considerate fashion. Electronic media must be used thoughtfully
7. Students should behave in a positive fashion, avoiding behaviour which is anti-social or injurious to health
8. Students should respect the fabric of the building and the possessions of others.
9. Attend all classes, activities, fixtures and planned events. Co-operate with staff and make a positive contribution. Be polite
10. Do all work on schedule, doing your best, and use study time effectively. Respect the rights of others to progress and never try to stop others.

Standards for everyday behaviour in the classroom are defined for students as follows;

Rules for the Classroom

<u>P</u> ositive Approach	meet targets, give your best, take charge of your own learning
<u>P</u> articipate	listen, work to best of your ability
<u>P</u> ersonal Responsibility	be prepared, tidy and respect your surroundings
<u>P</u> olite	respect others, be considerate
<u>P</u> unctual	strive to get to events before they start
<u>P</u> lay Your Part	listen to others

Simple visible guidance for daily behaviour is stated in the Student Diary;

- Walk indoors and outside,
- respect books and carry them in a bag,
- do not use mobile phones whilst moving around the site,
- do not eat in class or while walking around the site,
- wear uniform properly,
- be kind,
- no verbal nastiness,
- no physical roughness,
- avoid excluding others,
- avoid offensive references (racial, religious, sexual, sexist, homophobic comments are unacceptable),
- sexting and cyberbullying are unacceptable,
- respect yourself and others,
- secure your property,
- do not bring any dangerous items or forbidden items into school – staff will confiscate,
- chewing gum is banned,
- spitting is unacceptable,
- show good manners,
- classes begin and end formally.

Further details of **dress and appearance** are stated in the Student Diary/Community Handbook and Uniform Policy.

All students must adhere to an **IT Acceptable User Agreement** and notes on responsible use of electronic media are in the Student Diary for ease of reference.

5. Rules of the playground

Safety

Act appropriately to ensure other members of the community are not put at risk by your actions.

Consideration

Act in a way that respects others and allows other members of the community to enjoy the space available to them.

Respect

Treat the surroundings as if they were your own; do not deface, do not litter, do not damage.

Enjoyment

Behave in a manner that will allow others around you to enjoy the opportunities provided.

6. Rewards for Achievement

The school aims to foster positive behaviours beneficial to both individual and community. Our system of pastoral education and rewards must strive to get more out of the students than they thought was possible, promoting self-esteem and reinforcing achievement. We should deal with students in a positive, considerate manner setting clear standards and being consistent in our approach.

Positive messages and challenging supportive pastoral input is designed to help students believe in themselves, be aware of important issues and are able to develop strategies to cope with challenging issues.

- a. Positive behaviour should warrant **PRAISE**. This can be a quiet word, recognising effort in class or around the school. It can be a more public comment, delivered thoughtfully. A simple message to Form Tutor, HoH or parents can be used to reinforce a message. Work may be displayed, recommended for the school magazine, sensitively read aloud, and praise given in assemblies. Merits are awarded on ISAMs. Postcards and e-mails home can reinforce success.
- b. Prompt and informative marking of all written tasks allows **EFFORT and ATTAINMENT** to be **RECOGNISED FORMALLY**. Department's link marking to report grades and help students see their progress. Positive comments help reinforce good work, as does intolerance of inadequate work.
- c. All students have a **STUDENT DIARY**. Tutors examine diaries regularly and discuss progress with students. Sixth Form students discuss progress with their HoH and Tutor.
- d. **REGULAR REPORTING** encompasses parent-teacher consultation, half-term grades and end of term reporting. Reports should seek to identify positive trends and helpful remedies to problems.
- e. **MERITS** can be awarded for outstanding work as judged by a teacher, relative either to the standard of a set or of an individual. These are effective with younger students – Merits should be entered on iSAMS and sent to students, tutors and parents. Merits may be awarded by tutors, or by individual members of staff, if a student's attitude and involvement make this appropriate. Merits can also be awarded for other pastoral matters such as kindness and compassion.
- f. **SUBJECT COMMENDATIONS** are available to a subject teacher. An outstanding piece of work or consistently impressive effort/attainment would warrant such an award. These commendations are particularly appropriate for use with Sixth Form students when producing good pieces of work. The teacher should inform the students' Tutor/HoH/parents of the Award via iSAMS.
- g. **HOUSE COMMENDATIONS** are available to a HoH. They may be awarded to students in their House making a notable contribution and the HoH will congratulate the student. Awards can be made in House Assembly. Various House Competitions are rewarded with prizes.
- h. **HEADMASTER'S RECOGNITION** is given for notable academic achievement and application, including Speech Day prizes. Termly Headmaster's Assemblies recognise academic achievement, academic progress and effective contribution.

7. Punishments and Sanctions

It is only natural that, from time to time, students will need correction. Pre-emptive pastoral care, clear expectations, good organisation and assertive behaviour management should reduce problems, but when they occur a clear, consistent and effective response is needed. Offences must be handled appropriately, using a measured, step-by-step approach and involving relevant colleagues.

All members of school are required to respond to breaches of the School Rules and the Code of Conduct, taking action to support the ethos and expectations of the school. Teachers will use professional judgement, acting as part of a team, to affect the best possible outcome.

We try to ensure fairness by investigating any issues thoroughly, listening and considering proportionate action. We strive to keep records and to communicate with parents as appropriate. The purpose of sanctions is to show that certain behaviours are not acceptable and to reinforce the difference between right and wrong.

Step 1 - Students who display disruptive behaviour will be reminded of our expectations and a warning given.

Step 2 - An Academic Detention will take place for students who have failed to respond to reprimand and a warning. Parents and tutor will be informed through ISAMs. Students who are persistent in causing concern by their behaviour may be placed 'on report'. In extreme cases students may be removed from the classroom. Students will then see the Head of Faculty and furthermore, the Deputy Head Operations and Pastoral and/or the Head.

Step 3 - The Deputy Head Operations and Pastoral reserves the right to apply Friday afternoon detentions when they deem it appropriate. Teaching staff may apply to them if they wish to include candidates. Such detentions supersede all other commitments.

Step 4 - The Head is the pinnacle of the disciplinary structure. He plays a role in cautioning students, assisting communication with parents when disciplinary situations are very serious. For example, the Head would write a formal letter of warning if behaviour gave cause for concern and earlier actions have failed to effect improvement. Very serious breaches of discipline may lead to suspension or expulsion.

8. Initial Strategies

Students should be made aware of the offence and cautioned about the effect of their behaviour. Verbal correction and reprimand is sensible, moving beyond a look of reproach to a quiet word, a conversation after class (or removed from the problem area). Removal of the student from a difficult situation, for example by moving them in class or by intervening in the situation should be considered. Teachers should enter details on ISAMs and inform the HoF/HoH/Tutor and Deputy head Operations and Pastoral as appropriate.

9. Teacher sanctions

Initial Teacher action.

- A formal start (and end) to the lesson is required. A register should be taken on iSAMS.

Work

- Inadequate work must be repeated within 24 hours. Instances of inadequate work should be entered on ISAMS. Failure to submit work must lead to a reprimand. The work must be submitted within 24 hours.
- Further failure must be corrected by defining a venue and time for the work to be done (e.g. in their specified free time, break, lunch or afternoon school in the subject room). Whilst continuing to deal with the problem the teacher must inform the tutor/HoH/parents.
- Students who have been subject to faculty sanctions i.e. Academic Detentions with class teacher and furthermore with the HoF, but who persist may be placed in a HM Detention.
- Persistent failure to meet work standards must be referred to Form Tutor and to HoF. Teachers must keep a careful record on ISAMS of punishments applied so that a cumulative picture can be made and called upon if needed.

Uniform

- Inadequacies of dress should be dealt with by reprimand and correction. Persistent offenders should be directed to the section of the Diary on School Uniform and parents contacted.

Lateness

- Lateness should be reprimanded with as little disturbance to the lesson as possible. Further offences will require students to report to the teacher in their free time (break, lunch, afternoon break). All instances of lateness should be recorded on ISAMS.

Behaviour

- Failure to meet routine classroom standards must be corrected by a reprimand. Students who behave in a silly, unhelpful manner must be reminded of the expectations in the Code of Conduct. Classroom tidying tasks (in students' free time) will help correct low level disruption. Teacher detentions and "call-backs" should be given for poor work, poor behaviour and going "off task" in a lesson. Persistent failure to meet routine classroom standards must be referred to the Head of Faculty.

Instances of failure to meet classroom standards should be entered on ISAMS.

- You must act to stop any rudeness, roughness, idleness, wandering "off task", and classroom misbehaviour. Reprimand, moving of a student, setting of a Code of Conduct task or classroom chore, or calling a student back later in the day can be used (in proportion to the offence). In extreme cases, students may be removed from the classroom - this is a response to a significant challenge. A student should be 'parked' using the parking system set by the HoF. Students removed from a class must see the head of faculty that day and the Tutor/parents must be informed. This should be recorded on iSAMS.
- Serious disruption is unacceptable. Any physical violence, swearing at a teacher, dangerous behaviour, vandalism, and gross insolence must be reported to the DH Operations and Pastoral, who will liaise with the class teacher and the HoH.

The Diary

- The Diary is a valuable contact book between teachers, students and their parents. It should be monitored at least once per week by the tutor and students should present these at every lesson. All homework should be entered in the diary.

Management of Behaviour Beyond the Classroom

- All teachers must correct misbehaviour beyond the classroom. For example, breaches of the Code of Conduct such as bad uniform, rowdiness, rudeness, running in corridors, misuse of mobile telephones, vandalism, and pushing/shoving in corridors demand intervention. In most cases, intervention and reprimand will suffice.
- Letters of apology, Code of Conduct awareness may be a helpful punishment as might community service (e.g. litter collection, school hall tidying, classroom tidying). Being required to report later can also be helpful.
- Major offences or concerns (see later) must be alerted to tutor, HoH and Deputy Head Operations and Pastoral.
- Active presence by all teachers is vital in the generation of good order and a safe community.

School standards also indicate behaviour beyond school remains the concern of the school and students and staff must act to respect the Law and to avoid bringing the school into disrepute. The section detail of School Rules and Expectations gives further information.

Off-Site Behaviour

Our behaviour policy extends to circumstances which occur outside the school gates. Students may be disciplined for misbehaviour when the student is:

- Taking part in a school-organised or school related activity.
- Travelling to or from school.
- Wearing school uniform or in some way identifiable as a student at PPG.

10. Teamwork and support by colleagues

Form Tutor and HoH

The pastoral team gives vital support. Tutors and HoHs can take the initiative when they see a situation arising which is potentially likely to affect behaviour or performance, pre-empting possible problems. When things do go wrong, teachers act to remedy problems, using the school communication system to inform Tutors of the action they are taking.

The House team meets weekly and will discuss students causing concern. The House collates information received from a variety of sources. In consultation with HoHs, House Tutors will offer disciplinary support to the teacher. Tutors and HoHs review progress regularly and will act to support colleagues by counselling students on work practices and good behaviour. House teams can help students prioritise, manage time, and grasp points made by Staff. They can liaise with parents as appropriate.

Discussion and advice are often the most effective tool of a House team, with close liaison between teacher and House team offering a powerful force.

On Report

The same report forms should be used by all Houses/tutors and seen as a supportive mechanism to help students improve. Parents should sign these forms. They are designed to focus on one area and give the student one or two targets at a time. They are:

- Uniform Report,
- Punctuality Report and
- Academic Report

Deputy Heads

The Deputy Heads provide disciplinary support to other authority-holders. Issues of poor behaviour or pastoral concern can be referred to the Deputy Head Operations and Pastoral and academic failings to the Academic Deputy Head. Wider failures to cooperate will be the concern of the DH, liaising with HoHs. Issues of dress and appearance are managed at House level but will be reinforced by the DH and Assistant Heads.

Head

The Head is the pinnacle of the disciplinary structure.

The Head plays a role in cautioning students, assisting communication with parents when disciplinary situations are very serious. For example, the Head would write a formal letter of warning if behaviour gave cause for concern and earlier actions (perhaps by Deputy Head(s) & HoHs) had failed to effect improvement.

The Head alone has the prerogative of **SUSPENSION** and **EXPULSION**.

These serious sanctions are reserved for serious offences or persistent flouting of school standards which challenge the standards of the school and interests of the community.

The Head is at the top of our staged response, but serious offences necessarily involve the Head early in the process. (For more information, please see the Exclusions Policy).

Details of The Main Rules and Expectations of the School are:**Alcohol**

Alcoholic drinks are inappropriate in school and no student may bring alcohol on to site or consume it. Alcoholic drinks may be provided by PPG at certain school occasions, but all consumption must be in line with the Law. Staff on duty will not consume alcoholic drinks.

Absence

Students are expected to attend all required assemblies, classes and activities.

Acceptable Use of IT

All members of the community must conform to the standards of the AUP. Unacceptable use is a serious issue. Sexting and cyberbullying are unacceptable and may result in Police action as well as school sanctions.

Appearance and Dress

Students are expected to wear correct school uniform and sports kit.

Assemblies

Students must attend all assemblies. Formal school dress is required for school, house and form group assemblies, with full school tracksuit only permissible if students have PE or a school club on that day.

Books and Equipment

Must be treated with respect stored correctly and not subject to offensive scribbles. All students must carry their books in a bag to protect them. Any files that are defaced must be replaced.

Bullying

Is contrary to the spirit of the school, which is based on respect and a culture of kindness. The Student Diary contains an anti-bullying charter that all students are expected to endorse.

Campus

Students are expected to stay on the school site throughout the day. 6th Form students do have certain privileges which they earn to allow them to leave the school site at lunch time and at the end of their afternoon lesson.

Chewing Gum

Is not allowed.

Dining Hall

Students are expected to behave in an orderly manner and to show good table manners when eating. Students must clear their tables properly and show community responsibility in the Dining Hall. All students must be properly dressed in school uniform.

Drugs

Illegal drugs are unacceptable. The consumption and/or possession of illegal drugs is not allowed. A breach of this rule breaches the ethos of the school and will result in exclusion. Any attempt to sell illegal drugs is unacceptable. School and Police action will follow.

Harmful substances must not be brought into school or used by PPG students. Students must not seek to misuse substances (such as nitrous oxide, aerosols or adhesives). Any such behaviour has a high risk and is unacceptable. This is inclusive of tobacco and vape.

Exclusion

Students must not seek to exclude others, rather seek to behave in a tolerant way to all. Any orchestrated exclusion of another student will be dealt with under the anti-bullying policy.

False/Fake Identification

It is illegal to use false identification, and student must not be in possession of any such documents or cards. Any false ID discovered will be given to the Police.

Gambling

Is not allowed. Students are forbidden to take or place bets or engage in on-line gambling.

Language

Students must give thought to the register of language they use, avoiding offensive words and statements. Sexual, sexist, racist, homophobic and offensive religious/cultural terms are to be avoided.

Litter

All members of the community are expected not to drop litter and instead take action to keep the school site tidy.

Malicious Accusations

Against school staff or students will be treated most seriously and may lead to exclusion from the school.

Mobile Phones

Must not be used around the school site. They are not to be used when moving around the site and they must not be used in the Dining Hall. Teachers have the power to confiscate mobile phones if they are used in class, seen in the dining hall and used walking around the site. 6th Form students may use their phones in their designated social spaces- common room.

Pornography

No member of the PPG community should seek to access pornography or provide it to other members of the community.

PLDs

Are to be used in lessons and as directed by a member of staff. Please note that portable music players are not to be used around the school and may only be used in supervised private study (e.g. Homework Club) with the permission of the supervising teacher.

Possessions

All members of the community must take sensible precautions to protect their property. Large sums of money must not be brought into school

Public behaviour

All members of the community are expected to behave well in public, respecting the Law and the rights of others, especially when representing the school by wearing uniform or games kit.

Punctuality

Students are expected to arrive at all classes, activities, games and prep ahead of the appointed start time.

Smoking

No smoking by PPG staff and students. Electronic cigarettes are not allowed. Smoking of drugs is not allowed. Inhalation and use of dangerous substances is unacceptable. Vape falls under this category and is not allowed.

Theft

Is a serious issue and students who steal must expect to face school discipline. Students should not interfere or take the items and property of others. Honesty is a key principle of the community, and we expect students to be truthful and not to take the possessions/money of others. Anyone who does this, places in jeopardy their place at PPG.

Weapons

No offensive weapons of any type are allowed in school. Teachers have the legal right to confiscate any such items and to require students to be searched if they have reason to believe dangerous items are being carried or brought into school. Dangerous items will be confiscated and if illegal given to the Police or if legal returned to parents.

Behaviour out of school remains the concern of PPG.

Students are expected to conform with the Law and to adhere to school standards whenever they are off campus as part of a school group. PPG may take action in certain other situations when there is no school supervision if we become aware of:

- criminal behaviour,
- behaviour which brings the school into disrepute,
- behaviour which shows overt support for the drug culture,
- bullying (including cyberbullying),
- the sharing of nudes and semi-nude photographs and misuse of social media, smoking and drinking underage,
- bad behaviour whilst travelling to and from school,
- bad behaviour in a public place,
- involvement in acts of violence,
- involvement in acts of racist, homophobic or other discriminatory behaviour,
- Involvement in any inappropriate acts against the protected characteristics; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- involvement in acts of peer-on-peer abuse,
- involvement in acts of sexual harassment, sexual violence and/or harmful sexual behaviours

DEFINITIONS

Misbehaviour is defined as:

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

Serious Misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting, Physical behaviour like interfering with clothes, Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour

This includes possession of any prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

It also includes Bullying.

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

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

Bullying can be:

- Emotional - Being unfriendly, excluding, tormenting
- Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence
- Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
- Verbal (direct/indirect) - Name-calling, sarcasm, spreading rumours, teasing

- Cyber- Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
- Prejudice-based and discriminatory – Taunts, gestures, graffiti or physical abuse that is focused on a particular characteristic (e.g. gender, race, sexuality) including: - Racial - Homophobic, Transphobic - Faith Based - Gendered - Disability based.