



PRENTON HIGH SCHOOL FOR GIRLS

BEHAVIOUR POLICY: THE WAY WE DO THINGS HERE.

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CONTENTS

1	Aims	3
2	Legislation, statutory requirements and statutory guidance	3
3	Definitions	3
4	The process following the reporting of a serious offence:	4
5	Bullying	5
6	Roles and responsibilities	5
7	School behaviour curriculum	7
8	Responding to behaviour	8
9	Supporting Students with SEND	14
10	Supporting students following a consequence	15
11	Student transition	16
12	Training	16
13	Monitoring arrangements	16
14	Links with other policies	17
	Appendix 1: Return to Learn Flow Chart	18

Owned By:	O &P
Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

1 AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2 LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3 DEFINITIONS

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school values and expectations;
- Foul and abusive language directed at staff or fellow students;

Owned By:	O &P
Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

- Persistent repetition of minor misbehaviour over a period of time and failure or refusal to respond to interventions;
- Premeditated or disproportionate violence towards another child or adult;
- Behaviour that endangers the safety of others;
- Intimidating others;
- False allegations against staff;
- 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;
- Any behaviour deemed inappropriate by the Headteacher or that does not meet the values of our school or is not in the spirit of our school ethos and values;
- Challenging the authority of the school;
- Failure to attend SLT detention or Internal Exclusion;
- Persistently disrupting the learning of others;
- Acting in a manner which causes damage to the school and its students' reputation including the use of social media platforms or misuse of technology;
- Possession, supply or use of any prohibited items. These may include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vape / vape refills
 - 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)

4 THE PROCESS FOLLOWING THE REPORTING OF A SERIOUS OFFENCE:

Owned By:	O &P
Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

- Gathering of evidence: statements taken from those involved (staff, students and others as relevant. Statements are also collected from witnesses as appropriate);
- Evidence collected reviewed by Student Support, Year Leader, Head of Student Services or member of the SLT as appropriate;
- A course of action is recommended and discussed with the Headteacher.
- Any Fixed Term Exclusion is at the discretion of the Headteacher. In the Headteacher's absence, the Assistant Headteacher can make this decision; and
- In the case of the Permanent Exclusion, the Headteacher will make the decision. An independent panel of Governors will meet to review the Headteacher's decision.

5 BULLYING

Bullying is defined as the repetitive, intentional harming of 1 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 include (This is not an exhaustive list):

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based • Social economic circumstances 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

6 ROLES AND RESPONSIBILITIES

Owned By:	O &P
Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer students both consequences and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging students to meet the school's expectations.
- The senior leadership team (SLT), Head of Student Services and Head of Learning Support will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any Student Services work following misbehaviour (for example: attending reviews of specific behaviour interventions).

Owned By:	O &P
Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

All parents have access to a Arbor account, detailing their child's daily attendance, behaviour, interventions, rewards and homework.

Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key expectations, values and routines.
- The rewards they can earn for meeting the behaviour expectations, and the consequences they will face if they don't meet these expectations.
- The Student Services support that is available to them to help them meet the behavioural expectations.


Students will be supported to meet the behaviour expectations and will be provided with repeated intervention sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and intervention will be provided for students who are mid-term arrivals.

7 SCHOOL BEHAVIOUR CURRICULUM



PRENTON
HIGH SCHOOL FOR GIRLS

THE WAY WE DO THINGS HERE

- ✓ **We are ready to learn.**
- ✓ **We talk it out.**
- ✓ **We listen to one another.**
- ✓ **We all matter.**

TRUST RESPECT INTEGRITY KINDNESS ENDEAVOUR

Making a positive difference today to achieve a better tomorrow.

Teaching: The Prenton Way

Lesson Cycle

1. Retrieve & Focus

Review prior learning and outline next steps.

- Review, recall and consolidate previous learning.
- Responses to live marking.
- Connect learning. What will we learn today?
- Lesson objectives. How does this fit into the sequence?

4. Review & Reflect

What progress has been made?
What process has been used?

- What learning has occurred?
- What mistakes were made & how were these overcome?
- Repetition to aid recall.
- How were concepts practised?
- What needs a new approach?
- Responses to live marking.

2. Model

Learning how to use new material.

- Learning new content in small steps.
- Explanations, demonstrations, identifying misconceptions.
- Examples and models of best practice
- Thinking aloud.
- Checking for understanding.

3. Challenge

Apply learning and deepen understanding.

- Thinking aloud/ discussing processes.
- Independent practice.
- Adaptive teaching (feedback and resources).
- Depth and challenge for ALL.

I do, we do, you do

Questions for all are part of every stage of the lesson cycle.
An ongoing focus on literacy and reading.

Owned By:	O &P
Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

Students are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept consequences when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

Mobile phones

- Please see Mobile Phone Policy (<https://prentonhighschool.co.uk/school-policies/>)

8 RESPONDING TO BEHAVIOUR

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school using the Teaching the Prenton Way` ethos.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged and challenged, following the Teaching the Prenton Way structure outlined above.
- Display the "Way We Do Things Here" and "Teaching the Prenton Way" information in classrooms.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Leading 10 minute interventions to resolve issues quickly and positively when appropriate, as outlined in The Way We Do Things Here.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a students' misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether Student Services support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Responding to good behaviour

Owned By:	O &P
Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

Rewards provide public recognition of student progress and commitment to school, and help to raise students' motivation and expectations. At Prenton High School we use the following rewards:

- Verbal praise;
- Written comment e.g. on work or in student planner;
- Arbor Rewards;
- Display of work;
- Telephone call, emails, letters or postcard sent to parents/carers;
- Public commendation e.g. in assembly or at the annual Celebration or Awards Evenings;
- Awarding of certificates e.g. in a year assembly; and
- Leadership opportunities e.g. as part of the Student Senior Leadership Team.
- Class Chart rewards are recognised in our termly House Assemblies with Bronze Awards for 50+ rewards, Silver Awards for 100+ rewards and Gold Awards for 150+ rewards. The Headteacher issues a special award to anyone with more than 200 rewards.
- Students can use the Arbor shop to 'buy' items in exchange for reward points. End of term trips/activities are available for students who show an excellent attitude to learning and excellent attendance.

Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following in response to unacceptable behaviour:

- Sending the student out of the class.
- A verbal reprimand and reminder of the expectations of behaviour: The Way We Do Things Here.
- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Loss of privileges – for instance, the loss of a prized responsibility.
- School-based community service, such as tidying a classroom.
- Referring the student to a senior member of staff.
- Letter or phone call home to parents.
- Agreeing a behaviour contract.
- Putting a student 'on report'.
- Removal of the student from the classroom.
- Time in Return to Learn.
- Internal Exclusion.
- Fixed Term Suspension.

Owned By:	O & P
Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

- Permanent Exclusions, in the most serious of circumstances.

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Off-site misbehaviour

Consequences may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a student of our school.

Consequences may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student.
- Could adversely affect the reputation of the school.

Online misbehaviour

The school can issue behaviour consequences to students for online misbehaviour when:

- It poses a threat or causes harm to another student.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The student is identifiable as a member of the school.

Consequences will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Use of Reasonable Force

In exceptional circumstances, school staff may need to use reasonable force as part of a restrictive intervention to prevent a pupil from:

- Hurting themselves or others

Owned By:	O &P
Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

- Committing a criminal offence
- Causing serious damage to property
- Causing serious disruption to the good order of the school

Staff have a legal power to use reasonable force where necessary. Any use of force will be reasonable, proportionate and lawful, and used only as a last resort after de-escalation strategies have been attempted where possible.

Reasonable force will never be used as punishment or to enforce compliance.

All incidents where reasonable force is used will be recorded and reported to parents/carers as soon as practicable and reviewed by school leaders. Staff will always consider pupil vulnerabilities, including SEND, mental health needs and medical conditions.

Common mistakes:

1. Saying staff have a "duty" to use reasonable force

Common wording (problematic):

"All members of staff have a duty to use reasonable force..."

Why this is an issue:

The law gives staff a **legal power**, not a duty. Saying staff have a duty could imply they **must intervene physically**, which is not the intention of the legislation.

Correct wording:

"All members of staff have a **legal power** to use reasonable force where it is necessary."

2. Not referencing restrictive interventions

Many older policies only talk about **reasonable force**.

Why this is an issue:

The new guidance frames reasonable force as **one type of restrictive intervention**, which also includes non-physical restrictions (e.g., blocking movement, guiding a pupil away).

What inspectors and auditors expect to see:

A sentence such as:

"Reasonable force is one form of **restrictive intervention**, which refers to actions that restrict a pupil's movement, liberty or independence."

3. Weak or missing recording and parental notification wording

Common wording:

"Incidents should be recorded."

or

"Parents may be informed."

Why this is a problem:

The updated guidance expects **clear recording and parental notification of significant incidents**.

Stronger compliant wording:

"All incidents where reasonable force is used will be **recorded promptly and reported to parents/carers as soon as practicable**."

Owned By:	O & P
Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

Use of CCTV Footage,

Prenton High School uses CCTV footage to protect against crime and to protect students, staff and members of the public when they are on school premises.

If there are any incidences of poor behaviour by students such as vandalism or bullying behaviour, or if an investigation into any matter requires further clarity, the SLT may look at recordings from CCTV to ascertain what has happened.

Any available evidence found on CCTV footage will be referred to when SLT are assessing whether or not a student should be excluded from school, internally or for a Fixed Term suspension or Permanent Exclusion. In the case of a permanent exclusion and where available, this footage will be made available to Governors, the LA and any Independent Review Panel or Police.

Due to GDPR parents/carers are unable to have access to school CCTV footage.

Please refer to the Prenton High School CCTV Policy for further information.

Confiscation and searches,

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher, member of the senior leadership team or the Head of Student Services will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Owned By:	O &P
Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the needs of staff and students accused of misconduct and ensure appropriate support is put in place as required,

Please refer to our Child Protection and Safeguarding Policy and our Managing Allegations Against Staff policy. for more information on responding to allegations of abuse against staff or other students.

Detention

Students can be issued with detentions or interventions during break, lunchtime, or after school

The school will communicate these Interventions through Arbor.

- Interventions: 3:00pm-3:10pm daily
- On Call Detention: 3:00pm-3:50pm daily
- SLT detention: 3:00pm-3:30pm daily
- Headteacher detention: 3.10pm—4.10pm every Friday

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Students may be removed from lessons by a senior member of staff through the school's on-call system.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by a staff member at all times in Return to Learn, or another appropriate space in school.

Owned By:	O &P
Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with Year Team, Learning Support or another appropriate adult.
- Use of teaching assistants or other key members of staff, for example Year Support
- Behaviour report cards
- Student Support plans
- Adapted timetables
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student on Arbor.

Internal Exclusion, Fixed Term Suspension and Permanent Exclusions

The school can use Internal Exclusion, Fixed Term Suspension and Permanent Exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Governors' Panel

When a student receives a number of Fixed Term Suspensions then they may become at risk of Permanent Exclusion.

In this situation, parents will be invited to attend a meeting with their child and a School Governor.

During this meeting a series of targets will be agreed to encourage the student to make positive choices and to reduce the risk of Permanent Exclusion.

9 SUPPORTING STUDENTS WITH SEND

Recognising the impact of SEND on behaviour

The school recognises that student's behaviour may be impacted by a special educational need or disability (SEND), an undiagnosed special education need or a mental health need.

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND and/or mental health need, although we recognise that not every incident of misbehaviour will be connected to their SEND or mental health need. Decisions on whether a student's SEND and/or mental health had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

Owned By:	O &P
Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (The Studio / The Beacon) where students can regulate their emotions during a moment of sensory overload
- Referrals to explore SEND needs.
- Support from an appropriate member of staff, including wellbeing, family and year support.

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10 SUPPORTING STUDENTS FOLLOWING A CONSEQUENCE

Following a consequence, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Mediation meetings
- Daily contact with the Year Team, or another member of the Student Services or Learning Support Teams.

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Reviewed	Summer 2025
Ratified:	Summer 2025
Next Review:	Summer 2026

- A report card with personalised behaviour goals
- A Student Passport
- Referrals for additional external agency support or assessment

11 STUDENT TRANSITION

Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing students for transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

12 TRAINING

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Safeguarding and Child Protection
- Behaviour Management: The Way We Do Things Here
- Teaching the Prenton Way
- The needs of the students at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 1

13 MONITORING ARRANGEMENTS

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of alternative provision and managed moves
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by Head of Student Services, Year Leads and SLT.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

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Next Review:	Summer 2026

This behaviour policy will be reviewed by the headteacher and Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher and Chair of Governors.

14 LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying policy
- Attendance Policy
- Managing Allegations against staff policy
- Staff Code of Conduct

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APPENDIX 1: RETURN TO LEARN FLOW CHARTF

