



Behaviour Policy

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1. Aims

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all pupils 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 pupils

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), including:

- [Behaviour in schools: advice for headteachers and school staff](#), February 2024
- [Searching, screening and confiscation: guidance for schools](#)
- [Mobile phones in schools](#), June 2026
- [The Equality Act 2010](#)
- [Keeping children safe in education 2026](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#), July 2026
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 years](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Working together to improve school attendance](#)

In addition, this policy is informed by relevant legislation and guidance relating to safeguarding, equality, special educational needs and disability, attendance, bullying and the use of reasonable force.

This policy complies with the school's funding agreement and articles of association and should be read alongside the school's safeguarding and child protection policy, attendance policy, anti-bullying policy and other relevant policies.

3. Definitions

Misbehaviour

Misbehaviour is defined as behaviour that does not meet the school's expectations and includes, but is not limited to:

- Disruption to learning in lessons, corridors, social times or other areas of the school.
- Failure to follow reasonable instructions or established school routines.
- Persistent failure to meet classroom expectations or complete learning where appropriate support has been provided.
- Disrespectful, rude or inappropriate behaviour towards pupils, staff or other members of the school community.
- Poor punctuality or failure to move promptly between lessons.
- Incorrect uniform or failure to follow the school's appearance expectations.
- Unauthorised use of mobile phones, smartwatches or other prohibited devices.
- Behaviour that prevents others from learning, feeling safe or participating fully in school life.

Serious misbehaviour

Serious misbehaviour includes, but is not limited to:

- Repeated or serious breaches of the school's behaviour expectations.
- Bullying, including cyberbullying.
- Sexual violence or sexual harassment.
- Racist, sexist, homophobic, biphobic, transphobic or other discriminatory behaviour.
- Fighting or serious physical aggression.
- Threatening, intimidating or abusive behaviour towards pupils, staff or others.
- Vandalism or deliberate damage to school property or the property of others.
- Theft.
- Smoking or possession/use of tobacco products.
- Possession, use or supply of alcohol or illegal drugs.
- Possession of knives, weapons or other prohibited items.
- Possession or use of vapes or e-cigarettes.
- Possession of stolen items.
- Possession or sharing of pornographic or sexually explicit material.
- Unauthorised recording, photographing or sharing of images, audio or video of pupils, staff or other members of the school community where this causes harm, distress, humiliation or poses a safeguarding concern.
- Sharing nude or semi-nude images or videos, including pseudo-images.
- Fireworks or other dangerous items.
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage property.
- Serious or persistent refusal to follow reasonable instructions or school expectations.

- Serious or persistent breaches of the school's Mobile Phone Policy or deliberate attempts to circumvent the school's mobile phone procedures.
- Any behaviour that places another person at risk of harm or significantly affects the safety, dignity or wellbeing of others.

The school will consider the individual circumstances of each incident, including the pupil's age, SEND and other relevant needs, when deciding how behaviour should be responded to.

4. Bullying

Bullying is behaviour that is deliberately hurtful, repeated over time and involves an imbalance of power, making it difficult for the targeted pupil or group to defend themselves. Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, isolating, intimidating, tormenting or deliberately damaging relationships.
Physical	Hitting, kicking, pushing, threatening violence, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Behaviour targeting protected or other characteristics, including race, religion or belief, sex, sexual orientation, disability, gender reassignment or other characteristics. 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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

The Prescott School recognises that a single serious incident may constitute a safeguarding, discriminatory, sexual or other serious behaviour concern even where the definition of repeated bullying is not met. Such incidents will be responded to appropriately and may be managed under the school's behaviour and/or safeguarding procedures.

Responsibilities to maintain positive behaviour at The Prescott School.

For a safe, calm and productive environment to flourish, all members of our community must embrace their responsibility for maintaining high standards, both in and out of the classroom.

Staff must consistently uphold the Teachers' Standards, model the school's values of **Kindness, Integrity and Tenacity**, and consistently implement all school systems, routines and expectations. Staff are expected to maintain the highest standards in relation to the Staff and Student Charter and to challenge poor or inappropriate behaviour consistently and appropriately. Doing so demonstrates **Kindness, Integrity and Tenacity** and ensures that all members of our community feel safe, respected and able to learn.

Students are expected to meet the high expectations of The Prescott School and demonstrate **Kindness, Integrity and Tenacity** in their conduct, relationships and approach to learning. Routines and expectations are consistently and explicitly communicated to students to ensure that they understand what is expected of them and what they need to do to succeed.

There are members of staff with specific responsibility for supporting students with additional needs, including counsellors, pastoral staff and SEND staff. Members of the Senior Leadership Team have specific responsibility for the strategic leadership and oversight of behaviour across the school.

New staff receive induction and CPD to introduce them to the school's behaviour policy, systems, routines and expectations. Existing staff receive ongoing CPD throughout the academic year, informed by current behaviour priorities, emerging needs and future school priorities. This ensures that all staff have the knowledge, consistency and confidence required to uphold high standards of behaviour across the school.

5. Roles and responsibilities

5.1 The governing board

- The governing body is responsible for:
- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Principal
- Monitoring the policy's effectiveness
- Holding the Principal to account for its implementation
- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for:

- Reviewing this policy in conjunction with the governing body.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- 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 pupils 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 pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- The Principal 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 pupils
 - Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 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 pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while 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.

5.5 Pupils

Pupils will be explicitly taught and reminded of the following as part of their induction into, and ongoing development of, the school's behaviour culture:

- The high standards of behaviour expected at The Prescot School.
- The school's values of **Kindness, Integrity and Tenacity** and how these should be demonstrated in everyday behaviour.
- The **LEARN** values and how these support positive behaviour and successful learning.
- Their responsibility to follow the Behaviour Policy, school rules, routines and reasonable instructions from staff.
- The school's key routines and expectations, including line up, movement around the school, transitions, social times and the mobile phone expectations.
- The rewards and recognition available for meeting and exceeding behaviour expectations.
- The consequences that may follow when behaviour expectations are not met.
- The pastoral, safeguarding and additional support available to help them meet behaviour expectations and access learning successfully.
- How they can seek help or raise concerns if they feel unsafe, worried or unable to meet expectations.

Pupils will be supported to meet the school's behaviour standards through clear teaching, modelling, reminders and consistent reinforcement. Where appropriate, pupils will receive repeated induction or additional support to ensure that they understand and can successfully follow the school's expectations.

Pupils will be supported to develop an understanding of the school's Behaviour Policy and wider behaviour culture. Staff will consistently reinforce expectations so that pupils understand that **every day, every lesson and everyone** matters.

Pupil voice will be used to evaluate and improve the school's behaviour culture, routines and implementation of the Behaviour Policy. Pupils will have appropriate opportunities to share their experiences and views.

Additional support and induction will be provided for pupils who join the school mid-phase. This will ensure that they understand the school's values, expectations, routines, behaviour systems and available support and can settle successfully into the school community.

6. School behaviour curriculum

The school's behaviour curriculum is not delivered as a stand-alone lesson but is embedded across all aspects of school life. Positive behaviour is explicitly taught, modelled and reinforced through daily interactions, routines, lessons, assemblies, tutor time and wider school experiences.

Our core values of **Kindness, Integrity and Tenacity** are consistently reinforced and modelled by staff and pupils. These values underpin our expectations for how members of our community conduct themselves and how they contribute to a safe, calm, respectful and productive environment.

Pupils receive clear and repeated communication of expectations through the weekly **LEARN briefing**, assemblies, tutor time, PSHE lessons and regular reinforcement of routines throughout the school day. Pupils are explicitly taught what successful behaviour looks like and are given opportunities to practise and embed these expectations.

Pupils are expected to:

- Behave in an orderly, calm and self-controlled way.
- Demonstrate **Kindness, Integrity and Tenacity** in their interactions with others.
- Show respect to members of staff, other pupils and visitors.
- Follow reasonable instructions from staff and comply with school routines and expectations.
- In lessons, behave in a way that allows all pupils to learn.
- Move calmly and purposefully around the school.
- Follow the school's **LEARN** expectations and other established routines.
- Treat the school buildings, equipment and property with respect.
- Wear the correct school uniform and maintain the expected standards of appearance.
- Accept and respond appropriately to consequences when behaviour expectations are not met.
- Take responsibility for their choices and behaviour.
- Refrain from behaviour that brings the school into disrepute, including inappropriate behaviour outside school or online.
- Contribute to a warm, welcoming and friendly school community through **Kindness, Integrity and Tenacity**.

Where appropriate and reasonable, adjustments may be made to routines or expectations to ensure that pupils with additional needs are able to access the curriculum and meet behavioural expectations. Such adjustments will be considered in line with individual needs, SEND provision, safeguarding considerations and relevant legislation.

6.1 Mobile Phones and Smart Devices

The Prescott School operates a **mobile phone-free school day**. To support a calm, focused learning environment, mobile phones and smartwatches are not permitted to be used during the school day.

Pupils may bring a mobile phone to school where this is necessary, but it must remain **off and secured in the designated storage system** for the duration of the school day.

Mobile phones are collected during morning tutor time. Tutors oversee the collection of phones into secure, locked phone boxes, with each phone stored in its allocated numbered position. The boxes are then secured in the designated storage area.

To maintain a genuinely phone-free environment, pupils who state that they do not have a phone may be subject to the school's agreed screening procedure, including the use of a school wand by an authorised member of staff where appropriate.

Phones are returned during tutor time at the end of the school day in accordance with the school's established collection and return procedure.

Unauthorised use or possession of a mobile phone, smartwatch or other prohibited smart device will be managed in accordance with the **The Prescott Mobile Phone Policy**. Repeated or serious breaches may result in further consequences in line with the Behaviour Policy.

Exceptions may be made where there is a specific **medical need**. These arrangements must be agreed in advance with the school and will be managed in accordance with the Mobile Phone Policy.

The school does not permit staff to require pupils to provide access to the contents of their personal devices. Any safeguarding concern arising from a device will be managed through the appropriate safeguarding and school procedures.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the LEARN expectations in every classroom

Develop a positive relationship with pupils, which may include:

- Greeting pupils 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

7.2 Safeguarding

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

We will consider whether a pupil's 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 pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected standard, staff will recognise this through positive recognition and reward. This provides all staff with an opportunity to reinforce the school's culture, values and expectations.

Positive reinforcement and rewards will be applied clearly, consistently and fairly to recognise pupils who demonstrate our expectations and embody **Kindness, Integrity and Tenacity**.

Positive behaviour may be recognised through:

- **Verbal praise** and positive recognition from staff.

- **Legendary Learner recognition:** one pupil is selected in each lesson to be recognised as a **Legendary Learner** for demonstrating exceptional learning behaviours, positive conduct or the school's values.
- Positive communication with parents/carers through a phone call, email or written correspondence.
- Certificates, awards, prize ceremonies or special assemblies.
- Recognition through tutor groups, year groups and whole-school celebrations.
- Positions of responsibility, such as prefect status or being entrusted with a particular responsibility, decision or project.
- Whole-class or year-group rewards, such as a shared activity or celebration.
- Recognition of pupils who consistently demonstrate the school's values and make a positive contribution to the school community.

The **Legendary Learner** system provides regular, lesson-by-lesson recognition and ensures that positive behaviour, effort, attitudes to learning and contribution to the school community are noticed and celebrated.

Staff will use recognition to reinforce the behaviours we want to see **every day, every lesson and from everyone**, ensuring that pupils understand what successful behaviour looks like and why it matters.

7.4 Responding to misbehaviour

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

Staff will create a predictable and consistent environment by addressing behaviour that falls short of the school's expectations. Responses will be **consistent, fair, proportionate and reasonable**, so that pupils understand that behaviour choices have consequences.

Staff will use appropriate de-escalation and behaviour management strategies, including non-verbal cues, proximity and clear reminders. Pupils will be given an opportunity to correct their behaviour before a consequence is applied through the school's **3C approach: Chance, Choice, Consequence**.

- **Chance** – the pupil is given a clear reminder of the expected behaviour and an opportunity to make the right choice.
- **Choice** – the pupil is reminded of the choices available to them and the likely consequence of continuing the behaviour.
- **Consequence** – if the behaviour continues or is sufficiently serious, an appropriate consequence will be applied.

Where a pupil is unable to meet expectations within the lesson, staff may use an **Exit** to protect the learning environment and provide an opportunity for the pupil to regulate and reset before returning to learning.

All pupils will be treated fairly and equitably. Staff will consider relevant individual circumstances, including age, SEND, additional needs, safeguarding concerns and any other factors that may have contributed to the behaviour. These factors will inform the support, reasonable adjustments and response provided.

When applying a consequence, staff will also consider what support may be required to help the pupil meet behaviour expectations successfully in the future.

Possible responses and sanctions

The school may use one or more of the following responses or sanctions, depending on the nature, frequency and seriousness of the behaviour:

- Verbal reminder, correction or reprimand.
- Reminder and reteaching of the expected behaviour or routine.
- Use of the **3C approach: Chance, Choice, Consequence**.
- **Exit** from a lesson where necessary to maintain a safe and productive learning environment.
- Completion of work or a written reflection task.
- Completion of work during break or lunchtime where appropriate.
- Detention at break, lunchtime or after school. Detentions may also be used for pupils who arrive late to school.
- Loss of appropriate privileges or responsibilities.
- **Repair** following behaviour that has caused harm, disruption or damage. This may include repairing relationships, putting right damage caused or taking appropriate action to address the impact of their behaviour.
- Referral to a Head of Year, pastoral leader or member of the Senior Leadership Team.
- Contact with parents/carers by telephone, email or written communication.
- Behaviour monitoring or being placed **on report**.
- A behaviour contract or other agreed behaviour support plan.
- Internal suspension.
- Directed move where appropriate.
- Suspension from school.

- Internal suspension or alternative arrangements at a host school where appropriate and lawful.
- Permanent exclusion in the most serious circumstances and in accordance with statutory guidance.

The school may use different levels of response depending on the circumstances. A serious incident may result in a significant consequence without the need to progress through every stage of the usual behaviour response.

Repair is used where appropriate to help pupils understand the impact of their behaviour, take responsibility for their actions, put things right and rebuild positive relationships.

Personal circumstances and individual needs will be considered when determining the most appropriate response. Decisions will be made on a case-by-case basis, taking into account the seriousness and impact of the behaviour, previous behaviour, the pupil's circumstances and the need to maintain fairness and consistency across the school community.

7.5 Reasonable force

Reasonable force covers a range of interventions involving physical contact with pupils. Staff may use reasonable force where necessary and proportionate to prevent a pupil from:

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

Any use of reasonable force must:

- Be used only where necessary and as a **last resort**, where appropriate.
- Use the **minimum amount of force for the minimum amount of time** necessary to achieve the required outcome.
- Be reasonable and proportionate to the circumstances.
- Be used in a way that maintains, as far as possible, the safety, dignity and wellbeing of everyone involved.
- **Never be used as a form of punishment or to deliberately cause pain or humiliation.**
- Be recorded in accordance with the school's procedures.
- Be reported to parents/carers, unless there is a clear safeguarding reason why this would not be appropriate. See Appendix 3 for the behaviour log.

When considering whether reasonable force is necessary, staff should take account of the circumstances of the incident and any known individual vulnerabilities or needs. This may include **SEND, communication needs, mental health needs, medical conditions, trauma or other relevant safeguarding information.**

Where reasonable force is used, the incident should be reviewed afterwards to consider what happened, whether any further support is required and whether reasonable adjustments or preventative strategies could reduce the likelihood of a similar incident occurring again.

Any use of reasonable force must be in accordance with the school's **Reasonable Force and Physical Intervention procedures** and relevant statutory guidance.

7.6 Searching, screening and confiscation

Searching, Screening and Confiscation

Searching, screening and confiscation will be conducted in line with the Department for Education's **Searching, Screening and Confiscation** guidance and the school's Behaviour Policy.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated and will not be returned to the pupil where this is permitted by law.

The school may also confiscate items that are harmful, inappropriate or detrimental to school discipline. The return or disposal of such items will be determined by the school in accordance with the Behaviour Policy and, where appropriate, following discussion with parents/carers and senior leaders.

Searching a pupil

Searches will only be carried out by the Principal or a member of staff authorised by the Principal.

Except in the circumstances set out below, the authorised member of staff carrying out a search will be the same sex as the pupil and another member of staff will be present as a witness.

An authorised member of staff of a different sex may carry out a search without a witness where:

- The member of staff reasonably believes there is a risk of serious harm to a person if the search is not carried out urgently; and
- It is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for another member of staff to be present.

Where a search is carried out without a witness, the member of staff should report this to another member of staff as soon as possible and ensure that a written record is made.

Where a search is considered necessary but is not urgent, the authorised member of staff will seek advice from the Principal, DSL or relevant pastoral/behaviour leader where this may provide additional information about the pupil or inform the safest approach.

A search may be carried out where the authorised member of staff has **reasonable grounds to suspect** that the pupil is in possession of a prohibited item or an item identified in the school rules as an item that may be searched for. A search may also be carried out where the pupil agrees to the search.

Searches will take place in an appropriate location, wherever possible away from other pupils, and only on school premises or where the member of staff has lawful control or charge of the pupil, such as on a school trip.

Before carrying out a search, the authorised member of staff will, where appropriate:

- Assess whether there is an urgent need for the search.
- Assess whether not carrying out the search would put pupils or staff at risk.
- Consider whether the search could present a safeguarding risk to the pupil.
- Explain to the pupil why the search is necessary.
- Explain what the search will involve.
- Explain where and how the search will be carried out.
- Give the pupil an opportunity to ask questions.
- Seek the pupil's cooperation.

If a pupil refuses to cooperate with a search, the school will seek to understand the reason for the refusal and will consider whether a behaviour consequence is appropriate.

Where necessary, the Principal, DSL, behaviour lead or other appropriate senior member of staff may be consulted. The school will consider the circumstances, the potential risk and whether the search remains necessary.

Reasonable force may only be considered where legally permitted and where necessary and proportionate to prevent harm, damage, disorder or an offence. Staff must follow the school's **Reasonable Force and Physical Intervention procedures**.

An authorised member of staff may use a metal detector to assist with a search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker in accordance with the school's search powers.

Outer clothing includes:

- Any item of clothing that is not worn wholly next to the skin or immediately over underwear, such as a jumper or jacket worn over a shirt or T-shirt.
- Hats, scarves and gloves.
- Shoes and boots.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control over, including:

- Bags.

- Desks.
- Lockers.
- Other personal possessions.

A pupil's possessions may be searched with their agreement. Where a pupil does not agree, authorised staff may still search for prohibited items and items identified in the school rules where the legal requirements for such a search are met.

A pupil's possessions should normally be searched in the presence of the pupil and another member of staff. If there is a serious risk of harm if the search is not conducted immediately, and it is not reasonably practicable to summon another member of staff, the search may be conducted by a single authorised member of staff.

Screening and use of metal detectors

The school may use a metal detector to screen pupils where this is considered necessary and proportionate to maintain safety.

Where a pupil refuses to undergo screening, the school will consider the circumstances and may use its statutory search powers where the relevant legal threshold is met.

Informing the DSL

The member of staff who carries out a search must inform the DSL without delay where:

- There are reasonable grounds to suspect that a pupil was in possession of a prohibited item.
- The search identifies a safeguarding concern.
- Information arising from the search suggests that the pupil may be at risk of harm or may pose a risk to others.

Searches for prohibited items will be recorded in the school's designated recording system, including where no prohibited item is found. Records will be monitored to identify patterns, trends or disproportionality.

Informing parents/carers

Parents/carers will be informed of searches for prohibited items as soon as is reasonably practicable. They will be informed, where appropriate, of:

- The reason for the search.
- What happened.
- What was found, if anything.
- What was confiscated, if anything.
- What action the school has taken, including any consequence or sanction.

Support following a search

Following a search, the school will consider whether the pupil may be suffering, or may be at risk of suffering, harm and whether additional support is required.

Where appropriate, staff will follow the school's safeguarding procedures and speak to the DSL. The DSL will consider whether pastoral support, early help, specialist support or referral to children's social care is appropriate.

The school will also consider whether the circumstances leading to the search indicate a wider need for support or preventative intervention.

Searching mobile phones and electronic devices

The school may search for mobile phones and similar devices where these are identified in the school's Behaviour Policy or school rules as items that may be searched for. The DfE's 2026 mobile phone guidance confirms that schools can identify mobile phones and similar devices in this way.

Where a search of an electronic device is necessary, staff will follow the DfE guidance and the school's safeguarding procedures.

Staff will **not routinely require pupils to provide access to the contents of their personal devices**. Where a safeguarding concern, suspected offence or other lawful reason requires consideration of information held on a device, this will be managed by an appropriately authorised member of staff and in accordance with safeguarding procedures.

Strip searches

The school's powers to search pupils do not extend to strip searches.

A strip search on school premises may only be carried out by the police in accordance with the relevant legal framework. School staff must not conduct a strip search.

Before involving the police in circumstances where a strip search may potentially occur, staff will carefully consider:

- The risk to the pupil's physical and mental wellbeing.
- The risk of not recovering the suspected item.
- Whether police involvement and the possibility of a strip search are absolutely necessary.
- Whether all appropriate and less invasive alternatives have been exhausted.

The school will maintain its duty of care to the pupil and advocate for their safety, dignity and wellbeing. The decision to conduct a strip search rests with the police.

Communication and record-keeping following a strip search

Where reasonably practicable and unless there is an immediate risk of harm, the school will contact a parent/carers before a police strip search takes place and inform them of the situation. Where appropriate, the parent/carers will be given the opportunity to attend and act as the pupil's appropriate adult.

If parents/carers cannot be contacted or cannot attend, the school will support the arrangements for an appropriate adult in accordance with the relevant guidance.

Parents/carers will be informed after a strip search has taken place, subject to any safeguarding or police considerations that may prevent immediate disclosure.

The school will maintain a record of any strip search carried out on school premises and will monitor records for patterns, trends and potential disproportionality.

Who will be present

Where a police strip search involves exposure of intimate body parts, the school will ensure that the requirements relating to the presence of an appropriate adult and other safeguards are followed.

The school will advocate for the pupil's rights, welfare and dignity throughout the process.

The appropriate adult's role is to safeguard the pupil's rights, entitlements and welfare and to support the pupil throughout the process.

Care following a strip search

Following any strip search, the pupil will be offered appropriate support, regardless of whether a suspected item is found.

The pupil will be given an opportunity, where appropriate, to express their views about the search and the circumstances surrounding it.

The DSL will consider whether further pastoral support, early help, specialist support or referral to children's social care is required.

Where a pupil has been strip searched more than once, or where monitoring identifies that particular groups of pupils are disproportionately subject to strip searches, leaders will review the circumstances and consider preventative approaches and whether further action is required.

7.7 Off-site misbehaviour

The school's behaviour expectations apply to pupils when they are:

- Taking part in any school-organised or school-related activity, including educational visits, trips, sporting fixtures and enrichment activities.
- Travelling to or from school.
- Wearing school uniform or otherwise identifiable as a pupil of The Prescot School.
- Representing or acting on behalf of the school.
- Using school transport or travelling as part of a school-organised activity.
- Behaving online where their behaviour has a clear connection to the school or affects members of the school community.

The school may also respond to behaviour that takes place outside of school, including online, where the behaviour:

- Could have repercussions for the orderly running of the school.

- Poses a threat to, or causes harm to, another pupil, member of staff or member of the school community.
- Could adversely affect the safety, wellbeing or dignity of others.
- Could adversely affect the reputation of the school.
- Is likely to have a significant impact on the school's ability to maintain a safe, calm and productive environment.

Where appropriate, the school may work with parents/carers, other schools, the police, safeguarding partners or other relevant agencies when responding to behaviour that occurs outside school.

Sanctions will only be applied where the school has the legal authority to do so and in accordance with the Behaviour Policy and relevant statutory guidance. Sanctions may be applied on school premises or elsewhere when a pupil is under the lawful control or charge of a member of staff, such as during a school-organised trip or activity.

7.8 Online misbehaviour

The school can respond to and, where appropriate, issue behaviour sanctions for online misbehaviour where the behaviour has a clear connection to the school or affects the school community.

This includes online behaviour that:

- Poses a threat to, or causes harm to, another pupil, member of staff or member of the school community.
- Could have repercussions for the orderly running of the school.
- Adversely affects the safety, wellbeing or dignity of another person.
- Could adversely affect the reputation of the school.
- Is directed towards members of the school community or has a significant impact on relationships within school.
- Involves bullying, harassment, discriminatory behaviour, harmful sexual behaviour or other behaviour that breaches the school's expectations.
- Takes place through social media, messaging platforms, gaming platforms or other online spaces and has a clear impact on the school community.

This applies whether the behaviour takes place during or outside of the school day and whether the pupil is on or off the school premises.

The school will consider the circumstances of each incident and will respond proportionately, taking account of the seriousness of the behaviour, its impact on others and any relevant individual circumstances.

Sanctions will only be applied where the school has the legal authority to do so and in accordance with the Behaviour Policy and relevant statutory guidance. Where appropriate, the school may also work with parents/carers, safeguarding partners, the police or other relevant agencies.

Where online behaviour raises a safeguarding concern, the school's safeguarding procedures will be followed alongside any behaviour response.

7.9 Suspected Criminal Behaviour

Where a pupil is suspected of behaviour that may constitute a criminal offence, the school will make an initial assessment of the circumstances and consider whether the matter should be reported to the police.

When establishing the facts, the school will take reasonable steps to preserve relevant evidence that may be required by the police or other agencies.

Where a decision is made to report an incident to the police, this will be recorded by the Principal, Behaviour Lead or appropriate member of the Senior Leadership Team.

The school will cooperate with any police investigation and will not take action that could interfere with police enquiries. However, where appropriate, the school may continue to manage the behaviour through its own procedures and apply proportionate consequences, provided that this does not conflict with police action.

Where a report to the police is made, the DSL will consider whether a referral to children's social care or other safeguarding agency is also required. Safeguarding concerns will be managed in accordance with the school's Child Protection and Safeguarding Policy.

7.10 Sexual Harassment and Sexual Violence

The school has a zero-tolerance approach to sexual harassment and sexual violence. This means that all concerns and reports will be taken seriously, acted upon and never ignored or dismissed as "banter".

Pupils are encouraged to report anything that makes them feel uncomfortable, unsafe or concerned, including behaviour they may initially consider to be "small" or difficult to report.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Trauma-informed where appropriate
- Decided on a case-by-case basis

All reports and concerns will be considered in line with the school's safeguarding procedures and relevant statutory guidance.

Where a concern is raised, the school will:

- Listen to the pupil and take the concern seriously.
- Consider the immediate safety and wellbeing of all pupils involved.
- Assess the circumstances and any potential risks.
- Consider whether safeguarding procedures need to be initiated.
- Consider whether the matter should be managed internally.
- Consider whether early help or other specialist support is appropriate.
- Make a referral to children's social care where the threshold is met.
- Consider whether the police should be informed.
- Put appropriate risk management and support arrangements in place where required.
- Record and monitor the concern appropriately.

The school will consider the needs of both the alleged victim and alleged perpetrator and will ensure that appropriate support is offered. Where appropriate, parents/carers and relevant external agencies will be involved.

Sexual harassment and sexual violence may constitute serious misbehaviour and may result in significant consequences under this Behaviour Policy. Safeguarding considerations will always take priority.

7.11 Allegations and Deliberately False or Malicious Reports

The school recognises that pupils may make allegations or disclosures for a range of reasons and that an allegation being unsubstantiated or unfounded does not mean that it was deliberately false or malicious.

Where an allegation is found to have been deliberately invented or malicious, the school may consider an appropriate behaviour response in accordance with this policy.

This applies to allegations made against staff and allegations of sexual violence or sexual harassment between pupils.

In all cases, the school will consider the circumstances carefully and, where relevant, work with the DSL and the Local Authority Designated Officer (LADO).

Where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the pupil who made the allegation may require additional support. In some circumstances, an allegation may indicate that a pupil is experiencing difficulties, is seeking help or has an unmet safeguarding need. Where appropriate, this may result in pastoral support, early help or referral to children's social care.

The school will also consider the pastoral and wellbeing needs of any pupil or member of staff who has been the subject of an allegation.

The school will ensure that allegations are managed fairly, sensitively and in accordance with safeguarding procedures. No pupil will be discouraged from raising a genuine concern because of the possibility that it may not subsequently be substantiated.

8.1 Detention

Detention may be used as a consequence for misbehaviour, including during break, lunchtime or after school. Detentions may also be used for pupils who arrive late to school.

The school will communicate detention arrangements to pupils and, where appropriate, parents/carers.

When setting a detention, staff will consider the individual circumstances of the pupil and whether the detention would:

- Compromise the pupil's safety.
- Conflict with a medical appointment or essential medical need.
- Prevent the pupil from travelling home safely.
- Conflict with significant caring responsibilities.
- Prevent the pupil from accessing essential support or provision.
- Be unreasonable or inappropriate in light of known individual circumstances.

Detentions will be proportionate to the behaviour and will be used consistently and fairly across the school.

Where appropriate, staff may use detention alongside a Repair conversation or activity to help the pupil understand the impact of their behaviour and make a positive choice moving forward.

8.2 Exit from the Classroom

In response to serious or persistent breaches of the school's behaviour expectations, a pupil may be given an Exit from the classroom for a limited period.

An Exit may be used where a pupil's behaviour is preventing learning, disrupting the classroom environment or presenting a risk to the safety and wellbeing of others. An Exit provides an opportunity for the pupil to leave the immediate situation, regulate and reset in a safe and managed environment before being supported to return to learning.

An Exit may be used to:

- Restore calm and order where a pupil is unreasonably disrupting learning.
- Maintain the safety and wellbeing of pupils and staff.
- Allow other pupils to continue learning without disruption.
- Provide the pupil with an opportunity to regulate and regain calm.
- Enable staff to address the behaviour and identify appropriate next steps.

Staff will use appropriate behaviour management strategies before an Exit where it is reasonable and safe to do so. However, an immediate Exit may be used where the seriousness of the behaviour means that this is necessary.

An Exit is not intended to remove a pupil from education. Pupils will continue to receive appropriate learning while outside the classroom, under the supervision of a member of staff.

Pupils will return to their normal classroom environment as soon as it is appropriate and safe to do so. Staff will consider what support is required to enable successful reintegration.

Where a pupil is frequently receiving Exits, leaders will review the pattern of behaviour and consider whether additional support or intervention is required. This may include:

- Pastoral support and mentoring.
- Meetings with the pupil's Learning Coach or relevant pastoral leader.
- Support from the SEND team or SENCO.
- Behaviour monitoring or a personalised behaviour plan.
- Parent/carer meetings.
- PRM discussion and review.
- Assessment of unmet SEND or other additional needs.
- Early help or multi-agency support where appropriate.
- Alternative curriculum provision where this is identified as an appropriate response to the pupil's needs.
- Specialist advice or support from external agencies.

The aim of any additional intervention is to identify and address the underlying barriers to successful engagement and reduce the need for repeated Exits.

All Exits will be recorded in the school's behaviour recording system. Records will include the reason for the Exit, the action taken and any relevant follow-up or support.

8.3 Suspension and Permanent Exclusion

The school may use suspension or permanent exclusion in response to serious incidents or persistent and significant breaches of the school's behaviour expectations.

Suspension and permanent exclusion will only be considered in accordance with statutory guidance and the school's Exclusions Policy.

The decision to suspend or permanently exclude will be made by the Principal or an appropriately authorised person, in accordance with statutory requirements.

Before making a decision, the school will consider the individual circumstances of the pupil, the seriousness and impact of the behaviour, previous interventions and support, and any relevant safeguarding, SEND or other individual needs.

Permanent exclusion will only be used where the legal threshold is met and in accordance with statutory guidance.

Please refer to the school's Exclusions Policy for further information.

9. Responding to Misbehaviour from Pupils with SEND

9.1 Recognising the Impact of SEND on Behaviour

The school recognises that a pupil's behaviour may be influenced by special educational needs or disability (SEND). However, not all behaviour displayed by a pupil with SEND will be a direct result of their SEND.

When responding to behaviour, the school will consider whether a pupil's SEND, communication needs, medical needs, sensory needs or other individual circumstances may have contributed to the incident.

The school will consider its legal duties under the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice and any relevant provisions within an Education, Health and Care (EHC) plan.

The school will make reasonable adjustments where appropriate to ensure that pupils with SEND are not placed at a substantial disadvantage because of their disability.

Where appropriate, the school will seek to identify and reduce known triggers for behaviour. This may include:

- Planned movement or sensory breaks.
- Adjustments to seating or classroom environment.
- Clear and explicit instructions and visual prompts.
- Additional processing time.
- Adjustments to routines where appropriate.
- Sensory or environmental adjustments.
- Access to agreed regulation or support spaces.
- Additional adult support.
- Pre-teaching or reinforcement of routines and expectations.
- Staff training and advice relating to individual pupil needs.
- Individual behaviour or support plans.

Any adjustments will be proportionate, purposeful and reviewed regularly. The school will seek to minimise unnecessary time away from learning.

9.2 Adapting Responses for Pupils with SEND

When considering a behaviour response for a pupil with SEND, the school will consider:

- Whether the pupil understood the instruction or expectation.
- Whether communication or processing difficulties affected their ability to respond.
- Whether their SEND or disability may have contributed to the behaviour.
- Whether reasonable adjustments were in place and effective.
- Whether any known triggers or unmet needs contributed to the incident.
- Whether the proposed consequence is reasonable and proportionate.
- Whether additional support or intervention is required to prevent recurrence.

The existence of SEND does not mean that a pupil is exempt from the school's behaviour expectations. However, the school will ensure that responses are appropriate, equitable and take account of the pupil's individual needs.

Where appropriate, reasonable adjustments will be made to the way behaviour expectations, consequences and support are implemented.

9.3 Considering Unidentified SEND or Unmet Need

Where a pupil displays persistent or challenging behaviour, the school will consider whether there may be an underlying SEND, communication, emotional, mental health or other unmet need contributing to the behaviour.

The SENCO, pastoral team and relevant leaders may review the pupil's needs and existing provision. Where appropriate, advice may be sought from specialist teachers, educational psychologists, health professionals or other relevant agencies.

Where additional needs are identified, the school will work with the pupil and their parents/carers to develop appropriate support and review its effectiveness.

Where appropriate, the school may use the PRM process to bring together relevant staff and identify the most appropriate support for the pupil.

9.4 Pupils with an Education, Health and Care Plan

The school will ensure that the provision identified within a pupil's EHC plan is secured and will work collaboratively with the local authority and relevant professionals.

Where there are significant concerns about the behaviour, attendance, progress or provision of a pupil with an EHC plan, the school will liaise with the local authority and other relevant professionals.

Where appropriate, the school may request an early or emergency review of the EHC plan where the pupil's needs or circumstances have changed significantly.

10. Supporting Pupils Following a Sanction

Following a sanction, Exit, suspension or other significant behaviour intervention, the school will consider what support is required to help the pupil understand what happened, take responsibility for their choices and successfully return to learning.

Where appropriate, this may include:

- A Repair conversation with the pupil.
- Re-establishing positive relationships with staff or pupils affected.
- A reintegration meeting.
- Contact with parents/carers.
- A meeting with the Learning Coach, Head of Year or pastoral leader.
- A period of behaviour monitoring.
- Personalised behaviour goals or a report card.
- Additional mentoring or pastoral support.
- Review of SEND or other additional needs.
- Review through the PRM process.
- Multi-agency support where appropriate.

Repair

Where appropriate, pupils will be supported to Repair following incidents of poor behaviour. Repair may involve:

- Acknowledging the impact of their behaviour.
- Taking responsibility for their actions.
- Repairing relationships.
- Putting right damage or disruption caused.
- Re-establishing positive expectations with staff or pupils.
- Agreeing what they will do differently in the future.

The purpose of Repair is to support pupils to move forward positively and return successfully to the school's expectations.

Following suspension, the school will put appropriate reintegration arrangements in place. This will include consideration of the pupil's behaviour, wellbeing, safeguarding needs, SEND and any additional support required.

11. Pupil Transition

11.1 Inducting Incoming Pupils

The school will support pupils joining the school to understand and meet its behaviour expectations through an appropriate induction process.

Pupils will be introduced to:

- The school's values of Kindness, Integrity and Tenacity.
- The LEARN values.
- The Behaviour Policy and key expectations.
- School routines, including Clear Focus.
- Mobile phone and smart device expectations.
- Rewards and recognition.
- Consequences and the 3C approach: Chance, Choice, Consequence.
- Pastoral and safeguarding support available to them.

Additional induction and support will be provided for pupils who join the school mid-phase or require additional support to settle successfully.

11.2 Preparing Pupils for Transition

The school will support pupils to transition successfully between year groups, key stages and settings.

Transition may include:

- Transition sessions with new teachers or pastoral staff.
- Meetings between current and receiving staff.
- Sharing relevant safeguarding, SEND, attendance and behaviour information where appropriate and lawful.

- Individual transition plans for pupils who require additional support.
- Enhanced transition for vulnerable pupils or pupils with additional needs.
- Communication with parents/carers and relevant external professionals where appropriate.

Relevant information will be shared with staff at the start of the academic year to ensure that pupils receive appropriate support and that behaviour expectations remain consistent.

Where pupils move to another educational setting, the school will share relevant information in accordance with safeguarding, data protection and information-sharing requirements to support continuity of education and appropriate provision.

12. Training

As part of their induction, all staff receive training on the school's approach to behaviour, including:

- the school's behaviour culture and expectations, including Kindness, Integrity and Tenacity and the LEARN values
- the school's behaviour routines and active ingredients
- the 3C approach: Chance, Choice, Consequence
- effective classroom management, including positive recognition, de-escalation and responding to low-level disruption
- the use of Exit, Repair and reintegration
- the needs of pupils at the school, including SEND, safeguarding, pastoral and additional needs
- reasonable adjustments and the appropriate consideration of individual circumstances when responding to behaviour
- searching, screening and confiscation procedures
- the school's mobile phone and smart device expectations
- the use of reasonable force, where appropriate and in accordance with statutory guidance and school procedures
- safeguarding considerations where behaviour may indicate an underlying concern or unmet need.

Behaviour management and the development of a consistent behaviour culture form part of ongoing professional development. Training is refreshed regularly and adapted in response to behaviour data, identified staff development needs and changes to statutory guidance.

A staff training log is maintained and can be found in Appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will regularly collect, monitor and analyse behaviour information, including:

- behaviour incidents, including Exits
- use of sanctions, including detentions and suspensions
- attendance, persistent absence, suspensions and permanent exclusions

- punctuality and patterns of lateness
- use of alternative curriculum provision, where relevant
- use of off-site directions and managed moves
- incidents involving searching, screening and confiscation
- incidents of bullying, discriminatory behaviour, sexual harassment and sexual violence
- positive recognition and rewards, including Legendary Learner recognition
- referrals for pastoral, SEND or other additional support
- pupil, staff and parent/carer perceptions and experiences of the school's behaviour culture, including through surveys and pupil voice.

Behaviour data will be analysed from a range of perspectives, including:

- at whole-school level
- by year group and key stage
- by individual pupil and groups of pupils
- by lesson, department or area of school where appropriate
- by individual staff member where appropriate, to identify support and development needs rather than for punitive purposes
- by time of day, day of the week and term
- by attendance and persistent absence
- by SEND and additional needs
- by protected characteristics, where appropriate and lawful
- by the type, frequency and severity of behaviour incidents.

The school will use this analysis to identify patterns, evaluate the effectiveness of its behaviour systems and ensure that its duties under the Equality Act 2010 and other relevant legislation are being met.

Where trends, disparities or disproportionality are identified between groups of pupils, the school will investigate the reasons for these patterns and take appropriate action. This may include reviewing policies, routines, staff training, reasonable adjustments, additional support or interventions.

Behaviour monitoring will also consider whether repeated incidents or changes in behaviour may indicate an underlying safeguarding, SEND, pastoral, attendance or other unmet need. Where appropriate, concerns will be referred through the school's safeguarding, pastoral, SEND or attendance systems.

Behaviour information will be reported to senior leaders and governors at appropriate intervals to support oversight, accountability and continuous improvement.

13.2 Monitoring this policy

This Behaviour Policy will be reviewed by the Principal and Governing Board at least annually, or more frequently where required.

Reviews will take account of:

- behaviour and attendance data
- suspensions and permanent exclusions

- use of Exits and other sanctions
- pupil, parent/carer and staff feedback
- equality and disproportionality monitoring
- safeguarding and SEND considerations
- the effectiveness of behaviour support and interventions
- changes to statutory guidance and relevant legislation.

Following each review, any necessary amendments will be made to ensure that the policy remains effective, lawful and aligned with the school's behaviour culture and practice.

The Governing Board will approve the policy following each formal review.

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14. Links with other policies

This behaviour policy is linked to the following policies

Exclusions policy

Child protection and safeguarding policy

15. LEARN Classroom behaviour expectations.



THE PRESCOT SCHOOL



AT THE PRESCOT SCHOOL, YOU BELONG

L



LEAD WITH PRIDE

- Arrive on time, fully equipped and complete your DO NOW immediately, in silence.
- Take pride in your work, presentation and uniform.
- Be ready to learn and give your best every lesson.

E



EVOLVE THROUGH LEARNING

- Challenge yourself and always have a go.
- Be a Legendary Learner through effort, attitude and achievement.
- Improve your work using feedback.

A



ACT WITH INTEGRITY

- Track the speaker with 100% attention, 100% of the time.
- Follow instructions first time.
- Show respect to everyone through your words and actions.

R



RISE TO CHALLENGES

- Be brave. Be resilient. Be determined. Show kindness.
- Tackle difficult work with confidence.
- Be the best version of yourself.

N



NEVER GIVE UP

- Show tenacity - do not quit.
- Celebrate your progress and never stop trying.
- Never let one mistake stop you.

CHOICE - CHANCE - CONSEQUENCE

1	2	3	4	5	6
LEGENDARY LEARNER Excelled, demonstrating high levels of ambition, integrity or appreciation.	GOOD Consistently meets LEARN standards; work is reflective of your ability.	INCONSISTENT Meets some aspects of LEARN. Could require improvement of: Task engagement, behaviour, interaction with others. Warning given.	LEARN 4 20 Minutes detention.	LEARN 5 40 Minutes detention.	LEARN 6 60 Minutes detention.

KINDNESS | INTEGRITY | TENACITY

16. Staff and students' charter.



At our school, we are committed to fostering an environment where everyone can flourish. Our core values guide our daily interactions and ambitions.

Value	How staff make it happen:	How students can embody it:
Thriving We create an environment where everyone can grow, learn, and achieve their full potential	• Create a safe, inclusive, and respectful environment for all. • Deliver engaging and high-quality lessons, ensuring academic rigour across all our work. • Set the bar high and have clarity about what is expected from students. • Be accountable: punctual, prepared, and professional. • Build positive relationships with students and families. • Set high expectations and celebrate success. • Guide students in leadership and personal development. • Offer a wide range of enrichment and extra-curricular activities. • Encourage student voice and active participation. • Welcome opportunities to develop and continually improve our practice, with a focus on clarity in our methods.	• Wear your uniform with pride. • Feel happy, safe, and supported. • Attend school every day, ready to learn. • Arrive on time and prepared for every lesson, bringing the right equipment. • Strive to achieve your personal best. • Take part in student leadership opportunities. • Join enrichment clubs and explore new interests. • Attend and enjoy school events and celebrations. • Be the best version of yourself!
Positive We foster an optimistic, encouraging, and respectful atmosphere through our interactions.	• Greet students with warmth and encouragement. • Promote a growth mindset in every lesson. • Encourage open, respectful communication • Create a culture of kindness, collaboration, empathy, and inclusion. • Actively listen and respond with care and respect. • Celebrate diversity, effort, and progress.	• Be warm, welcoming, and friendly to everyone. • Use polite language and show good manners. • Engage in daily positive interactions with peers and staff. • Start and maintain respectful conversations. • Embrace a growth mindset – learning from mistakes and celebrating effort. • Show a willingness to help, learn, and participate.
Supportive We provide robust support, guidance, and encouragement to ensure everyone feels valued and can overcome challenges.	• Engage with students with empathy and fairness, aligned with the LEARN Curriculum, ensuring clarity in expectations and academic rigour. • Recognise and celebrate Legendary Learners. • Provide strong pastoral support and early intervention. • Teach the importance of choices, responsibility, and reflection, promoting accountability. • Motivate and unite the school and the community through collaboration. • Make positive contact with home to share student successes. • Consistently "catch students being good" and reinforce LEARN expectations. • Engage with staff to resolve conflict and build understanding through collaboration.	• Strive to become a Legendary Learner through effort, kindness, and resilience. • Make use of the pastoral system for guidance, support, and wellbeing. • Understand that actions have consequences and learn from them. • Attend assemblies to stay informed, inspired, and connected. • Earn positive phone calls home by showing consistent effort and care.

Appendix 1: Written Statement of Behaviour Principles

The Prescott School is committed to creating a calm, safe, respectful and purposeful environment in which every pupil can learn, achieve and thrive.

The Governing Board expects that:

- Every pupil has the right to feel safe, valued and respected, and to learn in an environment free from disruption, intimidation, bullying and discrimination.
- Kindness, Integrity and Tenacity underpin our behaviour culture and are expected from all members of the school community.
- Pupils are expected to demonstrate our LEARN values:
 - Lead with Pride
 - Evolve through Learning
 - Act with Integrity
 - Rise to Challenges
 - Never Give Up
- All pupils, staff, volunteers and visitors are expected to treat others with dignity and respect and are entitled to be free from discrimination, harassment and violence.
- Staff model the highest standards of behaviour and consistently reinforce the expectations, routines and values of the school.
- Behaviour expectations are explicitly taught, modelled, practised and reinforced so that pupils understand what is expected of them every day, every lesson, everyone.
- The school uses consistent routines and approaches, including READY the 3C approach of Chance, Choice and Consequence, positive recognition, Exit, Repair and appropriate reintegration.
- Rewards, sanctions, searches, confiscation and reasonable force, where applicable, are used lawfully, fairly, proportionately and consistently, in accordance with this policy and relevant statutory guidance.
- Behaviour responses take account of relevant individual circumstances, including SEND, additional needs, safeguarding concerns, medical needs and other factors that may affect a pupil's ability to meet expectations. Reasonable adjustments will be made where appropriate and required.
- Pupils are supported to understand the impact of their behaviour, take responsibility for their actions and, where appropriate, Repair harm or disruption and rebuild positive relationships.
- The school takes a zero-tolerance approach to violence, threatening behaviour, bullying, discriminatory behaviour, sexual harassment and sexual violence. All concerns are taken seriously and responded to appropriately.
- Families and carers are involved where appropriate in responding to behaviour, recognising the importance of strong partnerships between school and home.

- The school uses behaviour, attendance, safeguarding, SEND and pastoral information to identify patterns, understand barriers to positive behaviour and provide appropriate support.
- Suspension and permanent exclusion are used in accordance with statutory guidance and the school's Exclusions Policy. Permanent exclusion is considered only where the relevant legal threshold is met.
- The behaviour culture is regularly monitored and evaluated, including through pupil, staff and parent/carers feedback, behaviour data and equality monitoring. The school will act where patterns of disproportionality or areas for improvement are identified.

The Governing Board emphasises that violence, threatening behaviour, intimidation and behaviour that places others at risk will not be tolerated. The school will respond promptly, proportionately and appropriately to protect the safety, dignity and wellbeing of all members of the school community.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	

Appendix 4: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear [Parent/Carer name],

I am writing to make you aware of a behaviour incident involving [Pupil name] today.

[Insert a brief, factual description of the incident.]

We have spoken with [Pupil name] about what happened and reminded them of our expectations, including [insert relevant expectation, e.g. showing Kindness, following staff instructions, allowing others to learn or treating others with respect].

The incident has been followed up in school through [insert action taken, e.g. a conversation with their tutor/pastoral team, a detention, Repair or another appropriate consequence].

We would be grateful if you could take a few minutes to discuss this with [Pupil name] at home. A consistent message from school and home helps pupils understand expectations, take responsibility for their choices and make positive decisions moving forward.

At this stage, we do not anticipate that any further action will be necessary. However, we will continue to monitor [Pupil name]'s behaviour and provide support where appropriate.

Thank you for your support. Please do not hesitate to contact me if you would like to discuss this further.
Kind regards,

[Staff name]

[Role]

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Second behaviour letter – ongoing concerns

Dear [Parent/Carer name],

I am writing further to my previous communication regarding [Pupil name]'s behaviour.

Unfortunately, despite the support and reminders provided in school, we continue to have concerns about [Pupil name]'s behaviour. Today, [insert brief, factual description of the behaviour incident].

We have spoken with [Pupil name] about the incident and reminded them of our expectations, including [insert relevant expectation]. The behaviour has been followed up in school through [insert action/consequence/support].

We would now like to work closely with you and [Pupil name] to ensure that we can address these concerns and support them in making positive choices moving forward.

I would therefore appreciate it if you could arrange a meeting with me as soon as possible so that we can discuss the concerns, identify any barriers or support that may be needed, and agree a clear way forward.

Please contact [insert contact details/method of contact] to arrange a suitable time.

Thank you for your continued support. We look forward to working with you to help [Pupil name] move forward positively.

Kind regards,

[Staff name]

[Role]

Third behaviour letter – ongoing concerns

Dear [Parent/Carer name],

I am writing to let you know that, despite our previous meeting and the agreed steps forward, including [insert agreed actions, e.g. behaviour contract, report card, mentoring or pastoral support], we have continued to have concerns about [Pupil name]'s behaviour.

Today, there was an incident involving [insert brief, factual description of the latest behaviour incident].

We want to work with you and [Pupil name] to address these concerns and help them make positive and sustained changes to their behaviour. At this stage, we feel that [Pupil name] would benefit from a more structured approach and additional support.

We would therefore like to invite you to a meeting with [insert staff attending, e.g. Principal, Assistant Principal, SENCO, Head of Year or Pastoral Lead]. The purpose of the meeting will be to review the support already in place, consider any barriers or underlying needs, and agree the next steps to support [Pupil name].

The meeting will take place on:

Date: [insert date]

Time: [insert time]

Location: [insert location]

Please contact [insert contact details] if you are unable to attend at this time so that an alternative arrangement can be made.

We value your support and want to work in partnership with you to help [Pupil name] make positive progress in their behaviour, relationships and learning.

Kind regards,

[Staff name]

[Role]