



PRENTON HIGH SCHOOL FOR GIRLS

BEHAVIOUR FOR LEARNING POLICY

Owned:	Student Services Outcomes & Performance
Reviewed:	Autumn 2020
Ratified:	Autumn 2020
Next review:	Autumn 2021

1 Rationale

At Prenton High School we expect the very best behaviour for learning from students in lessons, around the school building and when travelling to and from school. Prenton High School aims to provide a caring and safe environment in which our school values of trust, respect, integrity, kindness and endeavour are upheld. As part of our wider community, Prenton High School is responsible for educating the young citizens of tomorrow in a way that ensures that they are resilient, confident and proactive within their own lives, and within the wider community. All students are encouraged to demonstrate tolerance, understanding and respect.

This Behaviour for Learning policy seeks to inform, guide and support all staff, parents, Governors and students. Consistent yet flexible implementation of the policy is vital, taking into consideration the need and situation of the individual student.

Prenton High School aims to maintain discipline in accordance with Department for Education guidelines:

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections act 2006).
- This also applies to all paid staff with responsibility for students.
- Staff can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Staff can also discipline students for misbehaviour outside of the school premises.
- Staff have a specific legal power to impose detentions outside of school hours.

2 Aims:

- Provide a whole school environment where students feel safe and where the highest standards of behaviour are promoted;
- Provide a place where all students are respected and their individuality is valued; and where positive relationships are formed;
- Encourage all students to make progress and to achieve;
- Promote self-discipline and excellent behaviour;
- Promote resilience and a growth mind-set with all students;
- Ensure that the expectations and strategies of the school are widely known and understood;
- Ensure all responses to positive and negative behaviour are fair, consistent and proportionate;
- Ensure early identification and early intervention to remove barriers to learning;
- Encourage the involvement of both home and school in the implementation of this policy;
- Ensure that classroom management techniques and the use of consequences and rewards are monitored and used effectively and in accordance with the Behaviour for Learning procedures;
- Provide a safe environment free from disruption, violence, bullying and any form of harassment or intimidation; and
- Deliver high quality learning experiences for all students, as outlined in the Prenton High School 'Excellence in Teaching' documents.

3 Behaviour for Learning

- Prenton High School recognises and rewards positive behaviour and responsible citizens.
- Prenton High School promotes positive behaviour, manners, courtesy, kindness and respect from all members of the school community.
- Staff act in local parentis and are role models for appropriate behaviour.
- Prenton High School encourages positive relationships between all members of the school community.
- All members of the school community have the right to be free from harassment, abuse or bullying.

Owned:	Student Services Outcomes & Performance
Reviewed:	Autumn 2020
Ratified:	Autumn 2020
Next review:	Autumn 2021

- All members of the school and wider community have the right to be shown respect.
- All students have the right to learn, free from the disruption of others.
- All teachers have the right to teach, free from the disruption of others.
- Students are given appropriate advice, support and counselling to help them change their underlying behaviour or develop strategies to deal with specific problems.

At Prenton High School we expect excellent Behaviour for Learning from all students:

- Being prepared to learn – bringing the correct equipment and wearing the correct uniform;
- Respecting all other members of the school community;
- Following instructions given by all members of staff;
- Wearing uniform with pride and respecting the school environment;
- Working hard and approaching learning with a growth mind-set; and
- Presenting themselves in a positive and respectful way in our local community.

4 Roles and Responsibilities

4.1 Classroom Teacher:

- ensure high standards of student behaviour and appearance in lessons and within the wider school community are maintained;
- provide a role model for students to encourage respect and consideration for other people and pride in their appearance;
- implement behaviour for learning procedures in the classroom;
- encourage 100% attendance;
- intervene promptly to challenge unexplained absence and poor behaviour choices;
- liaise with Subject Leaders regarding student behaviour in lesson time;
- to log positive and negative behaviour on Class Charts with consistent, associated consequences and action;
- reward effort, good behaviour for learning, progress and citizenship via rewards and postcards home;
- be consistent in their expectations and responses to poor behaviour choices;
- monitor the attendance, work and behaviour of students and pass comments to parents/carers or form tutors;
- take responsibility for developing skills in managing behaviour in order to deal with incidents with confidence and success; and
- to demonstrate ownership of this policy and apply it consistently, feeding back ideas for improvement to their line managers, when appropriate.

4.2 Form Tutor:

- monitor student attendance and punctuality to registration through SIMS daily/weekly;
- monitor and challenge, where necessary, standards of dress according to the Uniform Policy;
- ensure the removal of make-up, nail varnish and banned jewellery;
- work with students regarding improvement in behaviour, attendance, punctuality and appearance;
- record and monitor behaviour on Class Charts on a daily basis and add any appropriate action or follow up;
- attend meetings with Progress Leaders and parents/carers where necessary;
- develop good relationships with students to provide a role model and encourage excellent behaviour for learning, care and consideration for other members of the school community and a growth mind-set;
- praise and encourage effort and achievement across all subjects; and
- to ensure students in their form are working towards completion of the PiXL LORIC award.

Owned:	Student Services Outcomes & Performance
Reviewed:	Autumn 2020
Ratified:	Autumn 2020
Next review:	Autumn 2021

4.3 Progress Leader:

- ensure staff apply the Behaviour for Learning policy and procedures consistently;
- meet regularly with the Head of Student Services, SENCO, Attendance Manager, Student Intervention, Family Support and Student Support to discuss student behaviour, attendance, punctuality, appearance, health and well-being and early intervention needs of students in their year group;
- liaise regularly with Form Tutors to ensure an overview of the year group and provide excellence in form time activities/assembly themes and year group plans;
- use internal referral systems to the Student Services Team and Learning Support Team to ensure that support and guidance is given to all students in need;
- ensure an overview of the attainment progress of their year group, advising on support or intervention as necessary;
- liaise with parents/carers to ensure swift improvements in behaviour, attendance, punctuality and appearance;
- develop good relationships with students to provide a role model and encourage excellent behaviour, a growth mind-set and consideration for other members of the school community;
- monitor Class Charts on a daily basis and take appropriate action or add appropriate follow up;
- praise and encourage individual effort and achievement through the rewards system, year assemblies, year group competitions and activities; and
- issue praise postcards home when students have demonstrated consistent excellence in learning or sustained improvement.

4.4 Subject Leader:

- ensure that staff apply the Behaviour for Learning policy and procedures consistently;
- liaise regularly with subject teachers to ensure an overview of the year group and provide excellence in form time activities/assembly themes and year group plans;
- use internal referral systems to the Student Services Team and Learning Support Team to ensure that support and guidance is given to all students in need;
- ensure an overview of the attainment progress of their subject area, advising on support or intervention as necessary;
- intervene with any build-up of poor behaviour choices across the department;
- support staff with appropriate behaviour management;
- liaise with parents/carers to ensure swift improvements in behaviour;
- develop good relationships with students to provide a role model and encourage excellent behaviour, a growth mind-set and consideration for other members of the school community;
- monitor Class Charts on a daily basis and make action plans, as necessary;
- praise and encourage individual effort and achievement through consistent use of the rewards system across the department; and
- Communicate with home when students have demonstrated consistent excellence to learning or sustained improvement.

4.5 Senior Leadership Team (SLT):

- receive information and reports from the Head of Student Services, the Attendance Manager and Progress Leaders in order to gain an overview of each year group;
- communicate with the Head of Student Services, Progress Leaders, Subject Leaders and parents/carers to ensure excellent student behaviour, attendance, punctuality and appearance;
- monitor Family Support and Student Support and to be informed of any outside agencies support and intervention in place; and
- praise and encourage individual effort and achievement.

Owned:	Student Services Outcomes & Performance
Reviewed:	Autumn 2020
Ratified:	Autumn 2020
Next review:	Autumn 2021

4.6 Parents/Carers must:

- ensure their daughter attends regularly, punctually and in accordance with the school's uniform policy;
- work in partnership with Prenton High School in dealing with poor behaviour choices thus preventing a repetition of poor behaviour choices;
- monitor their daughter's work and behaviour, passing comments to their daughter's Form Tutor;
- celebrate personal achievement and good behaviour; and
- take responsibility for overseeing their daughter's personal development and attend any meetings arranged by Prenton High School.

4.7 Students must:

- adopt a growth mind-set approach to learning;
- follow staff instructions, without challenge;
- arrive to school and lessons on time;
- bring basic equipment, books and planner to every lesson;
- wear the full uniform in accordance with the school's uniform policy;
- follow behaviour for learning expectations;
- embody our core school values
- show respect to all members of our school and local community; and
- present themselves in a positive and respectful way in the local community.

5 Behaviour for Learning (BFL)

Our BFL system ensures that we have a clear and consistent approach to behaviour management, which is understood and followed by all members of the school community. BFL focuses on behaviour choices and students taking responsibility for their actions.

The main principle is that it is as simple as ABC....ACTIONS BRING CONSEQUENCES. The Behaviour for Learning system operates from C1 (Consequence 1) to C4.

C1	Warning	A chance to stop, think and make positive choices about behaviour.
C2	2 nd warning	Student's name is recorded on the board and student is reminded of expectations. A chance to stop, think and make positive choices about behaviour.
C3	Detention	A 30 minute detention with the class teacher. A Senior Leadership Detention may be issued or students may be asked to work with the Subject or Progress Leader. Parents/carers will be informed. Form tutor and Progress Leader will be informed.
C4	On call	Students may be removed from the lesson by a senior member of staff. A senior leadership detention, Internal Exclusion or a Fixed Term Exclusion will be issued. Parents/carers will be informed.

Our BFL system ensures the consequences are proportionate and appropriate to the behaviour and enable the student to resolve the situation where possible.

Owned:	Student Services Outcomes & Performance
Reviewed:	Autumn 2020
Ratified:	Autumn 2020
Next review:	Autumn 2021

Where there are concerns regarding bullying in school, the school's Anti-Bullying policy will be applied. Bullying will not be tolerated and the usual consequences and sanctions will be applied as appropriate.

6 Rewards

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;
- Class Charts 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 then 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 Class Charts shop to 'buy' items in exchange for reward points. End of term trips are available for students who show an excellent attitude to learning and excellent attendance.

7 Behaviour outside of school

Prenton High School also has high expectations of student behaviour in other spaces outside the classroom for example: corridors, dining areas, PE areas and play areas. These expectations include the behaviour of students travelling to and from school. The Headteacher has a statutory power to discipline students for poor behaviour outside of the school premises.

We define outside of school as;

- taking part in any school organised or school related activity;
- travelling to or from school;
- in some other way identifiable as a student at the school, eg wearing school uniform;
- poor behaviour that could have repercussions for the orderly running of the school;
- poor behaviour that poses a threat to another student or member of the public; and
- behaviour that could adversely affect the reputation of the school including inappropriate use of social media platforms or misuse of technology.

8 Searching and Confiscation

Female staff, authorised by the Headteacher, have the power to search a student with a witness present, where there are reasonable grounds for suspecting that a student is in possession of a prohibited item. If any prohibited item is confiscated, then parents/carers will be contacted. In serious circumstances, the Police and/or Social Care will be informed.

Teachers have the right to confiscate a student's property if it is a prohibited item. Items which are prohibited in school and can be searched for and confiscated include;

- Mobile phones or other devices;
- make-up, more jewellery than is allowed in the Uniform Policy, items of clothing which are not school uniform;

Owned:	Student Services Outcomes & Performance
Reviewed:	Autumn 2020
Ratified:	Autumn 2020
Next review:	Autumn 2021

- knives or weapons (including items brought in to school to act as a weapon), alcohol, illegal drugs and/or associated paraphernalia and stolen items, substances that may alter a student’s general well being;
- tobacco and cigarette papers, cigarettes, lighters and matches, fireworks and e-cigarettes, alcohol;
- pornographic images; and
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to another person, or damage property.

Mobile phones and other devices are not allowed to be used in school unless with the express permission of a member of staff as part of a learning experience. If a student is found using a mobile phone/device, handling a mobile phone/device (or charging a mobile phone/device) without permission, it will be confiscated. If a student has a mobile phone confiscated on two or more occasions, it will not be returned until a parent/carer collects it from school.

9 Use of Reasonable Force

Prenton High School staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

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

11 Serious Offences

Prenton High School acknowledges that young people do make mistakes. However, the actions of the student can have a major impact on the learning of others and have an impact on the staff’s commitment to maintaining good order within the school. Students may, therefore, face consequences in line with the nature of the offence including an Internal Exclusion, a Fixed Term Exclusion or a Permanent Exclusion.

Serious offences include;

- theft;
- vandalism;
- premeditated or disproportionate violence towards another child or adult;
- behaviour that endangers the safety of others;
- persistent bullying;
- foul and abusive language directed at staff or fellow students;
- persistent repetition of minor misbehaviour over a period of time and failure or refusal to respond to interventions;
- smoking on the school site, or to and from school, or whilst in school uniform;
- failure to attend SLT detention or Internal Exclusion;
- persistently disrupting the learning of others;
- intimidating others;
- false allegations against staff;

Owned:	Student Services Outcomes & Performance
Reviewed:	Autumn 2020
Ratified:	Autumn 2020
Next review:	Autumn 2021

- challenging the authority of the school;
- 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 of a weapon;
- possession, supply or use of a banned substance, cigarettes, e cigarettes or alcohol;
- possession of drugs paraphernalia or imitating drug taking behaviour; and
- 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.
- The process following the reporting of a serious offence:
- 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, Progress 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 her absence, the Deputy 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.

12 Possible consequences for committing a serious offence:

12.1 Internal Exclusion from lessons for a temporary period:

- meet with the Student Support on arrival to school. Start time 8.45 am;
- students will work away from other students in the Internal Exclusion room;
- students are expected to work in silence, completing all work set;
- students will be escorted to and from Internal Exclusion for break/lunch and to use the toilet facilities;
- inappropriate behaviour whilst on Internal Exclusion may result in further time in Internal Exclusion or Fixed-Term Exclusion or Permanent Exclusion;
- the length of time the student spends internally excluded will depend on the severity of the behaviour and their behaviour history but will usually be from 8.50am until 1.40 pm on one day;
- A re-integration plan of support will be agreed following Internal Exclusion;
- any poor behaviour during the afternoon session following Internal Exclusion and on return to lessons will result in a Fixed Term Exclusion or a Permanent Exclusion.

12.2 Fixed-Term Exclusion:

- The decision to exclude a student for a fixed period of time is taken by the Headteacher, or the Deputy Headteacher in their absence following a serious offence or persistent misbehaviour.
- The length of the exclusion will depend on the severity of the offence and the student's behaviour history.
- Prenton High School will provide appropriate work for the student during the period of exclusion. The work should be returned by the parent/carer and will be marked by the relevant staff.
- All students excluded for a fixed term will be re-admitted following a meeting between the parent/carer and the Progress Leader, Head of Student Services, Deputy Headteacher or Headteacher. The process for this is shown in Appendix A – Fixed Term Exclusions | Student Services checklist (attached).

Support will be given to **all** students involved, enabling continued learning with the least amount of disruption. Further information is available from the Department for Education Exclusions Guidance www.gov.uk/government/publications/school-exclusion.

Owned:	Student Services Outcomes & Performance
Reviewed:	Autumn 2020
Ratified:	Autumn 2020
Next review:	Autumn 2021

13 Governors' Panel

When a student receives a number of Fixed Term Exclusions then she may become at risk of Permanent Exclusion. In this situation, parents will be invited to attend a meeting with their daughter 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.

14 Permanent Exclusion

Permanent Exclusion is a very severe sanction and will only be considered for very serious incidents or continued poor behaviour and where all other sanctions have been exhausted. The Headteacher will make the decision to permanently exclude. The Governors of the school must be made aware immediately of such a decision. There is an opportunity for Parents/Carers to appeal. Further information is available from the Department for Education Exclusions Guidance www.gov.uk/government/publications/school-exclusion and the school's Exclusions Policy.

14.1 Intervention and Support

Prenton High School offer a wide range of appropriate support and intervention plans to support the needs of the individual student. These may be linked to behaviour, attendance, mental or physical health needs, or academic progress. This support is offered through our Student Services team, curriculum areas and through outside agency involvement with the school and with families. Parents/carers will be kept fully informed of any additional support provided to their daughter. Examples of such interventions are:

- Support from the Progress Leader;
- Student Intervention sessions
- Student Support sessions;
- Family Support sessions;
- Therapeutic support and sessions;
- Attendance Manager support;
- Student Support Plans;
- Targeted workshops;
- Reports – Form Tutor/Classroom teacher, Progress Leader, Subject Leader, Head of Student Services, Senior Leadership Team;
- Personalised timetable;
- Curriculum changes;
- Governor Panels;
- Alternative Provision Placements;
- Work with Health Services in Schools;
- Learning Support Department intervention;
- Student Centred Plans and Educational Healthcare Plans;
- School around the Student Plans;
- Use of EHAT– Early Help Assessment Tool – and Team Around Family process;
- Referral to Integrated Front Door/Early Help Team/Social Care;
- External provision (eg. Joseph Paxton, Wirral Home and Continuing Education Service); and
- Alternative provision within school or within another local school, or suitable alternative location.

This list provides examples of interventions used to support the progress of identified students. It is not exhaustive and all interventions will be designed to support the individual student.

In addition, external support will be sourced from a range of sources, again dependent on the need of the individual student. Examples of external support are:

- CAMHS – Child and Adolescent Mental Health Services;
- Career Connect/Mploy;

Owned:	Student Services Outcomes & Performance
Reviewed:	Autumn 2020
Ratified:	Autumn 2020
Next review:	Autumn 2021

- Police;
- Social Care;
- Orrett's Meadow Support;
- Counselling Services;
- GP; and
- School nurse.

15 Complaints and Appeals

If a parent/carer is unhappy with the way a behaviour management or disciplinary situation has been dealt with they may address their concerns to the Headteacher.

Parents/carers whose concerns are unresolved have recourse to the school's formal complaints procedure (see our website – Parents' section/School policies). Parents/carers who wish to appeal a Fixed Term or Permanent Exclusion should do so in writing to the Chair of Governors.

16 Monitoring, Evaluation and Review

This policy will be promoted and published throughout the school. It will be reviewed annually to reflect student/staff/parental voice and to evaluate the effectiveness of the system by the Governing Body and the SLT.

Owned:	Student Services Outcomes & Performance
Reviewed:	Autumn 2020
Ratified:	Autumn 2020
Next review:	Autumn 2021

Procedure:	<u>FIXED TERM EXCLUSIONS</u>	2020/21
------------	-------------------------------------	---------

HEAD OF LEARNING SUPPORT TO BE INVOLVED IN ALL DECISION MAKING REGARDING SEND STUDENTS		
	Student Services Action	SEND Action
One fixed term exclusion	Re-admission meeting with PL & Student Support Report to PL Referral for support as appropriate – PL Student Support plan initiated RSA to be included in AP student meetings	SENCO to attend meeting if SEND Consider EHCP/PFA application Consider early review if PFA/EHCP is in place
Two fixed term exclusions	Re-admission meeting with ARO & PL Report to ARO Student Support Plan revised Behaviour Contract signed SEND REFERRAL – PL RSA to be included in AP student meetings	SENCO to attend meeting if SEND Consider EHCP/PFA application Consider early review if PFA/EHCP is in place
Three fixed term exclusions	Re-admission meeting with GFR & ARO Student Support Plan developed Referrals for further assessment to be made as appropriate TAF/Family Engagement process. Alternative Provision to be considered Governor Panel arranged. RSA to be included in AP student meetings	SENCO to attend meeting if SEND Consider EHCP/PFA application Consider early review if PFA/EHCP is in place Ed Psych support considered
Four fixed term exclusions	Re-admission meeting with LAL & ARO Student Support Plan extended Multi Agency Referral Alternative Provision/Managed Move At risk of Permanent Exclusion form – completed by ARO	SENCO to attend meeting if SEND Consider EHCP/PFA application Consider early review if PFA/EHCP is in place

Owned:	Student Services Outcomes & Performance
Reviewed:	Autumn 2020
Ratified:	Autumn 2020
Next review:	Autumn 2021

	RSA to be included in AP student meetings	Ed Psych support considered
Further fixed term exclusions	Readmission meeting with LAL & ARO Managed Move/possible Permanent Exclusion RSA to be included in AP student meetings	SENCO to attend meeting if SEND Consider EHCP/PFA application Consider early review if PFA/EHCP is in place Ed Psych support considered

Owned:	Student Services Outcomes & Performance
Reviewed:	Autumn 2020
Ratified:	Autumn 2020
Next review:	Autumn 2021